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ABSTRACT

The first part of this report summarizes the accomplishments of the Continuing Library Education Network and Exchange (CLENE) from the start of the project in June 1975 through June 1976 relative to four project objectives: (1) creation of a permanent administrative structure for CLENE; (2) establishment of a dues and fees structure; (3) development of operational mechanisms required for the implementation of CLENE; and (4) identification of funding sources and preparation of proposals. The second part presents an evaluation of the significant aspects of the program by the Panel of Review and Evaluation. In the third part, a program review and planning structure for CLENE is described. Conclusions and recommendations by the project staff regarding the scope of goals and programs, staffing, and financing are presented in the fourth part. The distribution record of the report is attached. The appendix includes the following documents relating to CLENE: by-laws; structural components; diagram of relationship of structural components; Board of Directors and Advisory Committee membership lists; lists of state and consortium, association/organization, and institutional members; a sample issue of the newsletter; a 28-item bibliography; and a list of CLENE publications. (MES)

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FINAL REPORT

ON

PLANNING FOR THE CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE (CLENE)

JUNE 15, 1975-JUNE 30, 1976

PREPARED IN PARTIAL FULFILLMENT OF GRANT NO. G00-75-00800-468-OEG
OFFICE OF LIBRARIES AND LEARNING RESOURCES
UNITED STATES OFFICE OF EDUCATION

Submitted by:

Elizabeth W. Stone, CLENE Project Director, 1975/1976
(202) 635-5085

LOCATION OF PROJECT: GRADUATE DEPARTMENT OF LIBRARY SCIENCE,
THE CATHOLIC UNIVERSITY OF AMERICA
WASHINGTON, D. C. 20064

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ACKNOWLEDGMENTS

The Continuing Library Education Network and Exchange, Incorporated (CLENE), wishes to express its great appreciation to all the individuals, associations, and institutions who, with faith in the concepts of CLENE, courageously stepped forward to join this new and unique organization in the first year of its existence — in all, a total membership of over 500.

We are particularly indebted to the 1975/1976 ad hoc Board of Directors of CLENE who met five times during the year, usually at their own expense, and especially to Board President Nettie Taylor, who guided CLENE so skillfully and successfully through its first year. The presence at Assembly and Board meetings of the liaison representatives from the National Commission on Libraries and Information Science, Chairman Bessie Boehm Moore and Executive Director Alphonse Trezza, was a continuing source of encouragement and inspiration. CLENE is also indebted to the 1975/1976 ad hoc Advisory Board and to its President, Ruth Patrick, who also served as an ex officio representative to the Board of Directors.

Finally our very special appreciation is extended to the state librarians of the fifteen states who joined CLENE at its inception and to the United States Office of Education, especially its delegated monitor of our program, Frank Stevens, for the financial assistance that made it possible in June 1975 to convert a conceptual model of a nationwide framework for continuing education for library, information, and media personnel into a reality.

Together a partnership has been developed that has the ability to provide improved library and information services nationwide.

The CLENE Project Staff, 1975/1976

Elizabeth W. Stone, Project Director
Mary Baxter, Principal Investigator
Hermes D. Kreilkamp, Research Assistant
Carla Henderson, Secretary

June 1976

PREFACE

Content of Final Narrative Evaluation Report

The Office of Libraries and Learning Resources, United States Office of Education, awarded a planning grant in June 1975 to develop a plan of operation for the Continuing Library Education Network and Exchange (CLENE). This final report is submitted to USOE in partial fulfillment of the terms of the grant. It summarizes what CLENE has achieved from the start of the project in June 1975 to the end of the grant period in June 1976 (Part I). It also includes: an evaluation of the significant aspects of the program as presented by the Panel of Review and Evaluation (Part II); a program review and planning structure for CLENE as prepared by the 1975/1976 ad hoc Board of Directors of CLENE for the newly elected 1976/1977 Board of Directors (Part III); conclusions and recommendations by the project staff (Part IV). The Appendix includes selected items of particular relevance that were generated during the project year.

CLENE submitted quarterly staff reports to the Office of Education which give a detailed, descriptive narrative of the program as it evolved and progressed. These quarterly reports are available on request from the CLENE office, Box 1228, 620 Michigan Avenue, N. E., Washington, D. C. 20064.

What is CLENE?

CLENE is an acronym for the Continuing Library Education Network and Exchange. It is a special service and resource facility to make continuing education opportunities available to library, media, and information personnel at all levels of sophistication and need. It is a new type of organization whose *ultimate purpose* is to improve the library and information services of the nation. CLENE is a unique concept that makes continuing education resources and opportunities available in a way that has not been done before.

CLENE creates a partnership for the advancement of continuing education amongst state library and information science and allied professional associations — local, state, and national; national libraries; library schools; employing libraries; state libraries; federal agencies including the National Commission on Libraries and Information Science; and concerned individuals. It also seeks to be interdisciplinary in its approach to continuing education and thus benefits from the research and experience of other disciplines, fields, and professions.

Background of CLENE

CLENE was proposed as the recommendation of a 9-month study conducted in 1974 by Stone, Patrick, and Conroy at The Catholic University of America and sponsored by the National Commission on Libraries and Information Science (NCLIS).[1] This study suggested starting points in the process of developing a highly diversified nationwide framework of continuing education for all levels of library and information science personnel in all locales. Based on a philosophy of lifelong, self-directed learning, the basic missions of CLENE are:

1. To provide equal access to continuing education opportunities, available in quantity and quality over a substantial period of time to ensure library and information science personnel and organizations the competency to deliver quality library and information services to all.

2. To create an awareness and a sense of need for continuing education of library (and information science) personnel on the part of employers and individuals as a means of responding to societal and technological change.

CLENE's activities are focused in four major program areas. The first area is needs assessment and problem definition. This is aimed at continuous assessment of individual and group needs for continuing education and at the definition of problems. The second area, information acquisition and coordination, involves the acquisition, coordination, and exchange of information about existing continuing education resources in library, media, and information science. The third area is product and resource development. This involves the planning, design, production, and evaluation of CLENE services. The fourth area, communications and delivery, involves creating an awareness and sense of need for continuing education on the part of employers and planning ways and means to deliver materials to users.

History of CLENE

Serving as a catalyst toward the development of nationwide planning in continuing education, NCLIS, in the context of the NCLIS 9-month study[1] and related work,[2] sponsored an invitational conference in October 1974.

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[1] Elizabeth W. Stone, Ruth J. Patrick, and Barbara Conroy, *Continuing Library and Information Science Education: Final Report to the National Commission on Libraries and Information Science* (Washington, D. C.: ASIS, 1974; and Washington, D. C.: GPO, 1974).

[2] Elizabeth W. Stone, *Continuing Library Education as Viewed in Relation to Other Continuing Professional Education Movements* (Washington, D. C.: ASIS, 1974).

This conference was attended by 26 representatives of library and information science associations, and several state library agencies. Goals of this meeting were to assess the study recommendations, to outline initial implementation steps, and to establish the mechanism for accomplishing these goals.

During a second meeting in January 1975, the priorities for CLENE and the criteria for membership on the ad hoc Board of Directors and the ad hoc Steering Committee were developed. Following these meetings grant proposals were written, an operating office for CLENE was established in Washington, D. C., and members of the two ad hoc committees were appointed.

The ad hoc Board of Directors and the ad hoc Advisory Committee met in June 1975. The following interim officers were elected: Nettie B. Taylor (Assistant State Superintendent for Libraries, Division of Library Development Service, Maryland State Department of Education), President; Margaret Meyers (Executive Secretary, Library Education Division, American Library Association), Vice-President; Julie Virgo (Director of Education, Medical Library Association), Secretary; and K. Leon Montgomery (ASIS representative), Treasurer. For the Steering Committee, Ruth Patrick (Syracuse University) and Travis Tyer (Illinois State Library) were elected as Chairman and Secretary, respectively.

Initial funding for CLENE came from (1) a one-year grant of $28,000 by the Office of Libraries and Learning Resources of the U. S. Office of Education and $52,845 from 10 state library agencies (Arkansas, Florida, Idaho, Illinois, Maryland, New York, North Carolina, Ohio, Pennsylvania, and Wisconsin) over a three-year period. Serving as project director, Elizabeth W. Stone assembled a project staff: Principal Investigator — Mary Baxter; Research Assistant — Dr. Hermes D. Kreilkamp; Secretary — Mary Anding (later replaced by Carla Henderson). [A more comprehensive description of CLENE can be found in Pauline Vaillancourt's article in the April 1976 issue of *Special Libraries*.[3]]

The Goals of CLENE

To effectuate the purpose and missions of CLENE, the goals, as stated in the By-Laws, are:

(a) To develop a process for continually assessing the continuing education needs of library and information science personnel at all levels and in all locales.

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[3] Pauline M. Vaillancourt, "The Continuing Library Education Network and Exchange (CLENE): Aid to Continuing Education for Special Librarians," *Special Libraries* (Vol. 67, No. 4), pp. 208-216, April 1976.

(b) To develop methods for responding to the continuing education needs of individuals and groups.

(c) To develop a coordinative mechanism for suppliers of continuing library and information science education at local, state, regional, and national levels, as a means of:

(1) insuring maximum use of existing resources, and
(2) eliminating unnecessary duplication of effort.

(d) To develop a delivery system for responding to the continuing education needs of individuals and groups.

(e) To collect and disseminate interdisciplinary information relating to continuing education of working adults.

(f) To encourage broad involvement in planning, building, and modifying the processes of the Continuing Library Education Network and Exchange.

Achievements of CLENE

During its first year CLENE had four project objectives. These are presented in Part I of the report along with the accomplishments related to these objectives. Beyond the accomplishment of specific services and products listed, CLENE offers an opportunity for all library, information, and media personnel from a wide variety of locales, backgrounds, and interests to dialogue together, to learn through sharing ideas and experiences with each other, and to make recommendations to the profession at large. CLENE serves as a motivating force toward excellence in the educational experience for all levels of personnel in all parts of the nation.

PART I

SUMMARY OF ACCOMPLISHMENTS CARRYING OUT THE 1975/1976 PROJECT OBJECTIVES OF CLENE

This section of the final report is presented for the reader who wishes a summary description of the activities and accomplishments of the Continuing Library Education Network and Exchange (CLENE) for 1975/1976. During the first year, CLENE emphasized four project objectives which were stated in the project proposal. The accomplishments relative to each objective are listed in the following summary.

OBJECTIVE 1: CREATION OF A PERMANENT ADMINISTRATIVE STRUCTURE FOR CLENE

Accomplishments:

- Selection of an ad hoc Board of Directors and Advisory Committee to serve from June 1975 to July 1976. (See Appendixes D and E.)
- Creation and adoption of By-Laws with provision for:
  - The Assembly (the legislative body of CLENE — all members)
  - The Advisory Committee elected by the membership
  - The Board of Directors elected by the membership
  - The officers (elected by the membership; serve as members of Board): President, President-Elect, Secretary, and Treasurer
  - Panel of Review and Evaluation
  - The Staff of the CLENE office

  (See Appendixes A through G.)
- Election of Board of Directors, Advisory Committee, and officers to fill terms as specified in the By-Laws. (See Appendixes F and G.)
- Incorporation by the District of Columbia.
- Two meetings of the Assembly — January 1976 and July 1976.
- Five meetings of the ad hoc Board of Directors — July and September 1975; January, March, and June 1976.
- Two meetings of the ad hoc Advisory Committee — July 1975 and January 1976.

- Establishment of four Standing Committees: Assembly Program, Finance, Publications, and Public Relations and Membership.
- Selection of CLENE Office Staff: Project Director, Principal Investigator, Research Assistant, and Secretary.
- Evaluation of project year by Panel of Review and Evaluation. (See Part II of this report.)

OBJECTIVE 2: ESTABLISHMENT OF DUES AND FEES STRUCTURE

Accomplishments:

As stated in the By-Laws (Article 4), the following membership categories were established:

TYPE OF MEMBERSHIP CATEGORY	ANNUAL DUES	NO. OF MEMBERS: JUNE 30, 1976
Individual Members	$ 10	458
Institutional Members	200	18
Association/Organization Members	200	15
Support Members (State Agencies)	Apportionment of LSCA funds	15
Consortium Members	200	2
Sustaining Members	1,500	0

(See Appendixes H, I, and J.)

OBJECTIVE 3: DEVELOPMENT OF OPERATIONAL MECHANISMS REQUIRED FOR THE IMPLEMENTATION OF CLENE

Accomplishments:

Four programs were developed to carry out the operational mechanisms required for the implementation of CLENE.

1. *Needs Assessment and Problem Definition*

Goal: Continuous assessment of individual and group needs and definition of common problems.

Activities:

- CLENE staff sent chart listing of 13 of the continuing education needs of library, information, and media personnel as identified in the NCLIS Study of Continuing Education and asked a representative sample to rank their top three priorities.

- Analyzed results of survey and found top five priorities, in rank order with the highest first: (1) directory and data bank about continuing education opportunities throughout the nation; (2) program reviews; (3) newsletter; (4) home study; (5) knowledge or learning packages.

- Theme of First Assembly, January 1976: Self-Assessment — Individual and Organizational; collection of needs of attendees in small workshop groups.

- Keynote Topic at Second Assembly — the role of the knowledge broker — the linkage agent who helps individuals and groups in needs assessment; how to do needs assessment subject of workshop; collection of needs of attendees in small discussion groups.

- Receipts of correspondence and telephone calls in which needs were expressed.

2. *Information Acquisition and Coordination*

Goal: Acquisition, coordination, and exchange of information about continuing education resources in library, media, and information science and in other professions. Serves individuals and groups.

Activities:

- Collection and review of literature about continuing education in other professions as well as in library and information science.

- Maintaining an ongoing bibliography of continuing education resources.

- Building a basic reference collection on continuing professional education.

- Design and implementation of an online data base on continuing library, information, and media programs nationwide.

- Designing of a survey instrument to use in collection of data.

- Building a file of brochures and announcements about programs that have relevance to library, information, and media personnel.

- Contacting and visiting leaders and the headquarters of other professional continuing education groups.

- Building a problem statement file in area of continuing education for library, information, and media personnel.

- Collection and building an online data base about human resources available in the area of continuing education.

3. *Product and Resource Development*

Goal: Planning, producing, evaluating services on two levels — (1) production and (2) facilitative.

Activities: Production by CLENE

- Assembly Meeting I — Production section including workshops

- Publication of Proceedings of Assembly I

- Publication of Directory of Continuing Education Opportunities

- Publication of CLENE membership directory of human resources

- Preparation for publication of annotated bibliography of recent continuing education literature.

- Index to NCLIS Study on Continuing Library and Information Science Education.

Activities: Facilitative — Production for Distribution of Contributions Already in Field

- Concept Paper #1: *Guide to Planning and Teaching Continuing Education Courses* by Joe Washtien.

- Concept Paper #2: *Planning and Evaluating Library Training Programs* by Brooke Sheldon

- Review of products emanating from Title II-B funds.

4. *Communications*

Goal: Creation of awareness and sense of need for continuing education of library, information, and media personnel on the part of employers and individuals; plans and implements delivery of materials to user who needs them; encourages interest, use, and evaluation of products.

Activities:

- Publication and distribution of quarterly (September, December, March, and June) newsletter, the *CLENExchange*. (For sample, see Appendix K.) Mary Feldman is the editor.

- Preparation and distribution of quarterly and special reports on progress of CLENE.
- Distribution of summary of NCLIS continuing education study.
- Publication and distribution of CLENE promotional brochure, "CLENE Is Here!"
- Production of slide-tape program on CLENE.
- Use and production of transparencies on CLENE.
- Development of Speakers Bureau (ad hoc Board and Advisory Committee) and their presentations.
- Issuance of some 20 news releases about CLENE.
- Building up key mailing lists, especially "Mailpac," which is an online membership list with key items of information any of which can be pulled out for separate printing.
- Mailing letters to special groups.
- Publication of dues and fees structure.
- Answering correspondence.
- Preparation of feature articles on CLENE for publication. (See Appendix L.)
- Holding a "Continuing Education Fair" of materials and programs at CLENE Assembly.
- Involvement of individuals on the committees of CLENE.
- Distribution of Title II-funded packaged course: "Development of Human Resources in Libraries," by Charles Goodman and Elizabeth W. Stone. (See Appendix M.)

OBJECTIVE 4: IDENTIFICATION OF FUNDING SOURCES AND PREPARATION OF PROPOSALS

Accomplishments:

- Proposal written and submitted to Office of Libraries and Learning Resources entitled: EXTENDED INSTITUTE TO TRAIN STATE LIBRARY AGENCY PERSONNEL TO IMPLEMENT AND/OR STRENGTHEN STATEWIDE SYSTEMS OF CONTINUING EDUCATION FOR LIBRARY, INFORMATION, AND MEDIA PERSONNEL.
  - Amount requested: $64,225
  - Amount funded: $25,000

- Proposal written and submitted to Office of Library Research and Demonstration, USOE, entitled: DEVELOPMENT OF A MODEL FOR A CONTINUING EDUCATION RECOGNITION SYSTEM IN LIBRARY AND INFORMATION SCIENCE WITH SPECIFIC PROVISION FOR INCLUSION AND DEVELOPMENT OF PROTOTYPE HOME STUDY PROGRAM.
  - Amount requested: $132,604 (also included development of transportable programs)
  - Amount funded: $81,800
- Proposal written and submitted to the Postsecondary Fund entitled: LIBRARY DEMONSTRATION PROJECT TOWARD DEVELOPMENT OF COMPETENCY OF LIBRARY PERSONNEL AS INFORMATION SPECIALISTS IN CONTINUING EDUCATION OPPORTUNITIES.
  - Amount requested: $197,870
  - Not funded (however, proposal was 1 of 350 from 2,000 proposals submitted for full proposal development)
- Initial survey made of foundations to compile list of those with interests related to CLENE.
- Interview with Dr. Fred Cole of the Council of Library Resources.

PART II

EVALUATION BY PANEL OF REVIEW AND EVALUATION

In keeping with provisions in the By-Laws (Article 10), a Panel of Review and Evaluation was appointed by the Board of Directors. The members were: Kay Gesterfield, Illinois State Librarian; Dr. Joanne Harrar, Librarian of the University of Maryland; and Dr. Kenneth Vance, Assistant Dean of the Graduate School of Library Science, University of Michigan, Chairman.

The Panel was sent the reports and publications of CLENE as they were issued and made two visits to the CLENE office to review the work being carried out in relation to the stated objectives. The Panel submitted its report to Nettie Taylor, President of the ad hoc Board, on June 16, 1976.

At its June 25, 1976, meeting, the ad hoc Board of Directors "was pleased to accept the report and commended the Panel for its diligence in preparing such a useful and insightful document." The Board endorsed the recommendations and moved that they be implemented, "except for the following clarifications and exceptions" of four items. These items are indented and inserted (in italics) immediately following each recommendation to which they pertain.

Dr. Vance, the Chairman of the Panel, was asked to report verbally on the evaluation at the business meeting of the Assembly, July 16, 1976. (In his absence, Kay Gesterfield made the oral report.)

On the following pages the letter of transmittal from the panel is presented, followed by the report (with the record of Board "clarifications and exceptions" as noted above).

Washington, D.C.
June 16, 1976

Ms. Nettie B. Taylor
President
Ad Hoc Board of Directors
Continuing Library Education Network and Exchange
620 Michigan Avenue, N.E.
Washington, D.C. 20064

Dear President Taylor:

In response to your request, the Panel of Review and Evaluation has studied the development of CLENE, including its activities and the work of the Executive Director and staff.

We have given special consideration to the progress the organization has made toward achieving the purposes and objectives as outlined for execution during its first year.

Our report is submitted herewith.

Sincerely,

Kay Gesterfield

Kay Gesterfield

Joanne Harrar

Joanne Harrar

Kenneth Vance

Kenneth Vance, Chairman

REPORT OF THE PANEL OF REVIEW AND EVALUATION

An Historic Note

The development of CLENE is the direct outgrowth of the fourth objective of the National Program promulgated by the National Commission on Libraries and Information Science. That objective, designed to "ensure basic and continuing education of personnel essential to the implementation of a National Program", noted the lack in the country at the time of a concerted effort to "redefine...education programs, in order to attract exceptionally-qualified student and build the leadership needed to remold traditional librarianship into a dynamic profession." If further stressed that "To achieve a technological and organizational upgrading of libraries and information centers will require new approaches to recruitment, personnel development, continuing education, technical training, trustee orientation, and other matters relating to human resources."

The National Commission then funded a study of library and information science continuing education. Coauthored by Elizabeth W. Stone, Ruth J. Patrick and Barbara Conroy, this 1974 report called for a nationwide continuing education facility to be known as the Continuing Library Education Network and Exchange (CLENE).

Three conferences, the third of which convened an Ad Hoc Board of Directors during the 1975 ALA annual meeting, began to translate the 1974 report recommendations into reality. These efforts were abetted by pledges of support from ten state agencies, coupled with funding for the period June 15, 1975 through June 14, 1976 from Title II B of the Higher Education Act.

Under the contract with the Office of Libraries and Learning Resources, U.S. Office of Education, the CLENE project was committed to achieving four major objectives:

1) Creation of a permanent administrative structure for CLENE--Board of Directors, Advisory Committee, and Assembly;

2) Establishment of an acceptable financial structure in terms of institutional and personal membership fees and the basis of fees assessments;

3) Development of operational mechanisms for the four processes of CLENE: continuous needs assessment; information acquisitions and exchange; program and resource development; and communications and delivery to increase the awareness level for continuing education in the field of library and information science; and

4) Identification of sources of funding and the preparation of proposals.

The Review and Evaluation Panel, called for in the CLENE By-Laws, has considered each of these objectives in examining CLENE, its organization, its activities, its accomplishments and future plans. Its findings, based on a review of available documentation and interviews within the staff of CLENE, follow:

The Objectives

I. Creation of a permanent administrative structure of CLENE--Board of Directors, Advisory Committee, and Assembly.

A. Staff

The Project staff has consisted of the following persons:

(1) Dr. Elizabeth W. Stone was chosen as Director of the CLENE Project. She was a logical and excellent choice because of her background and knowledge of the subject and because she had also served as the Project Director for the Continuing Library and Information Science Education Study, sponsored by the National Commission on Libraries and Information Science, which was completed in May 1974. Dr. Stone has devoted one-fifth of her time to the CLENE Project.

(2) Dr. Hermes D. Kreilkamp, who has been on sabbatical leave from St. Joseph's College, Rensselaer, Indiana while working toward the MS in LS degree from the Department of Library Science at Catholic University, was selected as a half-time Research Assistant/Secretary for the Project. Dr. Kreilkamp, who holds an MA in English literature and a PhD in history, brought a strong research orientation to CLENE. His contract has expired as of this date.

(3) Mary Baxter has acted as Principal Investigator, and, since August 18, 1975, has worked full time in the Project. Ms. Baxter earned an MA in Educational Technology from Boston University and served as a school media specialist for seven years before joining the CLENE staff.

(4) During the year June 15, 1975 to June 14, 1976, a half-time secretary has been employed as a member of the office staff. Mrs. Mary Anding served from September 15, 1975 until May 1, 1976, when she was succeeded by Carla Henderson. There has been additional, but limited, secretarial assistance employed when necessary.

It appears to the Review Panel that the Project staff has been extremely well qualified, interested, and dedicated to the goal of making CLENE a successful undertaking. Discussions with the CLENE staff revealed that the duties and responsibilities of each employee have been clearly defined and that the staff members have worked together harmoniously. The office appears to be well managed, materials are well organized and an atmosphere of efficiency prevails.

The Panel recommends, however, that with the expiration of Dr. Krielkamp's contract the CLENE Board hire a replacement for the important position which he is vacating. At least one half-time research assistant seems essential. As CLENE's program of activities grows, additional secretarial help may be necessary also.

B. Administrative structure

The By-Laws of CLENE were ratified at the Ad Hoc Board of Director's Meeting in Chicago on January 22, 1976. The administrative structure of the organization is comprised of the Board of Directors, the Advisory Committee, the Assembly and the Project staff.

(1) The Board of Directors consists of fifteen voting members representing four membership categories: four directors are drawn from state agencies; three from associations; two from institutions; and one is an individual member. In addition, the Board includes the following officers: President, Vice President/President Elect, Secretary, Treasurer, Past President, and Executive Director (without vote).

The Board has been delegated the usual responsibilities set aside for the officials of organizations. It must meet once annually and at such other times as the members of the Board may determine.

(2) Advisory Committee. The By-Laws provide that there shall be an Advisory Committee of twenty-one members divided into three classes of seven members each. Each "class" will hold office for a three year term; the terms of the classes will be staggered. It should be noted that the term "class" is not defined in the By-Laws as it applies to the Advisory Committee.

The Advisory Committee will: (a) generally advise the Board of Directors on priorities for CLENE, and policy alternatives; (b) identify problem areas based on grass-roots input; (c) review and promote the coordination of various continuing education efforts; and (d) provide communications on continuing education matters. The Advisory Committee meets at least once per year and elects its own Chairperson, Secretary and other officers if desired. The President and Executive Director of CLENE are ex-officio non-voting members.

(3) The Assembly. The membership of CLENE constitutes the Assembly. The annual meeting of the Assembly is held at such time and place as the Board determines. Special meetings may be called by the Board or by a written petition signed by fifty members.

The Assembly provides a forum for the exchange of ideas in library and information science continuing education. It elects the Board and Advisory Committee members.

(4) Membership. There are six classes of Membership in CLENE: (a) individual; (b) institutional; (c) association/organization; (d) supporting; (5) consortium; and (6) sustaining. The definition, eligibility and privileges of each are clearly stated in the By-Laws.

The By-Laws of CLENE appear to be explicit, concise and in most instances operable. They have been based on a grassroots approach, clearly providing for large scale participation of the members. Classes of membership has been clearly defined in accordance with the missions and objectives of CLENE.

The Ad Hoc Board of Directors has sought the legal counsel of Mr. Harry A. LeBien of the firm Gifford, Woody, Carter, and Hays (New York). Under Mr. LeBien's direction CLENE has applied for status as a non-profit corporation, organized and extant under the laws of the District of Columbia, thereby gaining exemption under Section 501(c) (3) of the Internal Revenue Code, from the payment of tax.

In summary it would appear to the Review Panel that the staff, the Ad Hoc Board, the organizational task forces and the committees which have been appointed have all acted in a judicious manner and have developed an administrative structure that is workable and relevant to the objectives of CLENE.

The references in the By-Laws to Class A, B, C and D Board members seem awkward, confusing and undemocratic. Section 6.1 of Article 6 in the By-Laws, likewise, refers to classes. The Panel was somewhat confused here because of the lack of an explanation of "classes". The Panel noted that the nominating committee for the current year did not follow the By-Laws in preparing the slate of nominees for the Advisory Committee. Perhaps it was not able to do so because of lack of membership in some categories of classes.

II. Establishment of an acceptable financial structure in terms of institutional and personal membership fees and the basis of fees assessments.

CLENE appears to have met this objective by the adoption of the report of the Membership and Fee Structure Task Force at the September 15-16, 1975 meeting of the Ad Hoc Board of Directors and the later incorporation into Article IV of the By-Laws of the six classes of memberships. Further consideration and modification took place at meetings held January 22 and 24, 1976. In addition, the recommendation of the Finance Committee on the pricing of CLENE products agreed to, by consensus at the March 5-6, 1976 Board meeting, contribute to the total plan for the financial structure of CLENE.

The opportunity for participation by state library agencies and the fee structure based on the ratio of LSCA Title I state appropriation to the total appropriation for all states in 1975, is fair and equitable. The fact that only ten or twelve states have agreed to join on this basis indicates either that continuing education is not of highest priority

or that LSCA funds (never adequate) are so tightly committed in most states that such participation is not possible. It is unclear whether the fee structure of the states, based on a $100,000 budget for CLENE and using the constant fifty state table, is to be made up from the fees of the state library agency alone or from a combination of personal, organization and other dues for a state. If it is to be the fee for the state library agency alone, much must be done to convince state library agencies of their responsibility in this regard. Perhaps the products of CLENE, as they are developed, will make this responsibility more apparent.

However, for the time being, and until whole-hearted support of state library agencies is developed, and/or the support from other classes of members increases markedly, it seems likely that support of developmental programs or new activities must come from special grants.

Firm, committed funding for ongoing programs and for support of the staff and the office on a long-term basis is still to be assured, although the ground work for achieving this status has been laid.

III. Development of operational mechanisms for the four processes (Programs) of CLENE.

The four processes of CLENE, the basic processes necessary to produce a sound continuing education program, are identified in the study for NCLIS conducted by Dr. Stone, and are the basis for the entire CLENE operation.

A. Continuous needs assessment

As was clearly pointed out in the 1974 report for NCLIS, Continuing Library and Information Science Education needs assessment and the problem definition process are priority items in the total continuing education activity. Both are fundamental for the proper direction of information gathering, information exchange, program and resource development, etc.

With this in mind one of the activities to receive early priority on the part of the CLENE Board was to adopt "Self-Assessment--both Individual and Organizational" as the general theme for the First Assembly, held in Chicago last January. In addition to a presentation, the Knowles Assessment Model for use on a statewide basis, together with five self-assessment models or plans, were also presented. The Proceedings of the First CLENE Assembly, which includes the above mentioned presentations and comments made in the small discussion groups, are now available.

Needs assessment is a program item for the Second CLENE Assembly to be held in Chicago, July 16-17, 1976. It appears, then, that the organization has considered the first of the four "programs" very seriously. A major recommendation of the Review Panel is that the organization keep stressing the importance of continuous assessment of individual and group needs in its publicity, programs and publications.

B. Information acquisition and exchange

Publication of information about existing or planned programs of continuing education, collected, compiled, and kept up-to-date in one location, has been a major task accomplished during the year. The published directory contains 178 programs offered by fifty-one institutions and organizations for the period January 1, 1976 to December 31, 1976. The building of the data base and the publication of the directory are the result of data collected from library education units at all levels and from information science associations and state agencies. Without doubt, some, if not many, such groups did not respond to the request for information, or did not submit all that was available. Still, the number listed, the geographic distribution of the programs listed, and the variety of subjects listed is a laudable first-time compilation of opportunities of this type.

The fact that the information is on-line and the data base can be searched--for a price--makes this a continuously current tool for anyone wishing to locate a course to fit his needs. In addition a group or agency can have a SDI developed to provide periodic printouts or specific information.

A true evaluation of this service can be forthcoming only when use data is collected and when increasing numbers of programs are sent in for listing--a probability when the directory and the data base are more heavily used and their utility is recognized by the providers of continuing education activities. It is to be hoped that an evaluation tool will be developed to determine use of the printed directory and that records are kept of the on-line use of the data base. These records should be sufficiently detailed to provide information for decisions about future modifications of the data base.

The CLENE Membership Directory, also on line and scheduled for printed format, has potential for the identification of human resources to fill specific needs. Again, use data should be collected for careful analysis of this information.

C. Program and resource development

Objectives in this area are probably the most difficult to achieve. Perhaps the use of the all inclusive term, "program," has led the Review Panel's comments to be less laudatory here than in other sections of the report. If "program" refers to conference programs, then CLENE should be commended for the excellent beginning. If, however, "program" means an on-going series of educational activities, then an additional growing period must transpire before either commendations or admonitions can be given, for commendation will depend on the successful impact of program in the field--"the ratings" given by the membership, by the participants involved in recurrent education

activities and by the administrators of those library organizations, associations and service systems whose financial and personal participatory support is so urgently needed.

The problem of identifying resources is less complex. As cited in other sections of this report the Directory of Continuing Educational Opportunities, the membership listing, the Idea Forum are all good examples of available resources and/or services, which have been identified by CLENE for possible use in continuing education activities.

A Guide for Planning and Teaching Continuing Education Courses by Joe Washtien (research supported by a grant from the National Library of Medicine and the Medical Library Association but printed and distributed by CLENE) is another example of how this organization has provided a valuable resource for potential use.

D. Communications and delivery to increase the awareness level for continuing education in the field of library and information science

The Board has sought to extend this process to include the creation of an awareness of and a sense of need for the continuing education of library personnel on the part of employers as well as of individuals. The Board apparently wishes to include here the ways and means to deliver materials to the user as well as ways and means for the user to evaluate those materials. This last operation is in reality, program, which has led the Review Panel to interpret "Process 4" as being public relations and publicity, for the most part.

It appears to the Panel that the Ad Hoc Board has done a creditable job in publicizing CLENE and its program. The information pamphlet, "CLENE is Here", the CLENE quarterly newsletter, the prompt response to letters of inquiry directed to the office staff, are all examples of the conscientious attempt to inform the public about CLENE. Furthermore, an attempt has been made to publicize CLENE and its program activities through news releases in professional journals.

The Panel does have real concern about the repetitive content of some of CLENE's publications. While it may have been necessary to repeat goals, objectives, missions, membership statistics, and many initial activities of CLENE in each piece of publicity issued during its first year of existance, the constant repetition of many items in each document diminishes the effect on the reader or on potential members. The Panel suggests that the organization avoid unnecessary duplication of information.

IV. Identification of sources of funding and the preparation of proposals

The fourth objective has been carried on with spectacular success. Twenty-three foundations, which have indicated or demonstrated an interest in funding for library or continuing education activities, have been identified.

Four proposals for funding have been developed. The proposal resulting in the $28,000 grant used for this year's planning and operation was one of 150 chosen from a total of 1800 proposals submitted. The two proposals for which funding has just been assured were chosen from 200 submissions on the one hand, and 175 on the other. The fourth proposal has not yet been acted upon.

The plan to submit a brief outline describing CLENE's interest in projects to each of the twenty-three foundations is to be commended.

The Review Panel finds the accomplishment of this objective to be exemplary and urges continuation of the process, keeping in mind the priorities of CLENE established at the March 5-6, 1976 Board Meeting.

Conclusion

The Review Panel agrees that the Project has indeed been successful in its efforts to achieve the initial objectives established for CLENE. Further, the Panel wishes to encourage the first full Board of Directors to continue the striving toward fulfillment of the CLENE mission so effectively begun by the Ad Hoc Board and the CLENE staff.

Summary of Recommendations

1. The vacant position of Research Assistant should be filled immediately by a qualified individual who should devote at least half-time to this important responsibility.

Clarification, Recommendation 1

The position of research assistant was funded by the 1975-76 USOE project and thus is not a vacant position. However, the Board agrees with the recommendation that this position be funded as soon as possible.

[CLENE Board of Directors Minutes, June 25, 1976, p. 2]

2. As the activities of the program increase, a full-time secretary may also be needed.

Clarification, Recommendation 2

There has been a full-time secretary employed by CLENE since December, 1976.

[CLENE Board of Directors Minutes, June 25, 1976, p. 2]

3. A review of the By-Laws with reference to Article 6, Advisory Committee, and Article 7, Sections 7.3, 7.4, 7.5 and 7.6, Board of Directors, seems in order because the use of the term "class" A, B, C, etc., in these articles does not correspond to the use of the term "class" under Article 4, Membership. Further, "class" is not defined in Article 6.

4. The Panel advises the newly elected Board (July 1976) to review the financial support structure of the organization with the realization that foundation or special grant support will continue to be vital for CLENE's future. In addition, more effort should be made to inspire membership from state agencies.

5. A yearly audit of the financial records of the organization by a certified public accountant is recommended.

Exception, Recommendation 5

The Board feels that this action is not required since CLENE is included in the audit of Catholic University. The Board will obtain copies of the portion of the audit that relates to CLENE for its records.

[CLENE Board of Directors Minutes, June 25, 1976, p. 2]

6. The concept of "needs assessment" in publications emanating from CLENE, should continually be stressed.

7. The Panel recommends the development of specific tools to be used in the evaluation of such activities or services as the Idea Forum, The Membership Directory, The Directory of Continuing Educational Opportunities, and the data base.

8. CLENE should take more initiative in its role among library-related organizations to assume sole responsibility for the publication of continuing educational opportunities.

Exception, Recommendation 8

CLENE expects to assume an increased leadership role in this area. However, the Board feels it is not appropriate for any one organization to assume sole responsibility for this activity.

[CLENE Board of Directors Minutes, June 25, 1976, p. 2]

9. The Panel suggests that the organization avoid unnecessary duplication of information. It may also be feasible to direct distinct publicity toward special groups, outlining the importance of CLENE for each group, rather than having only one general brochure for all possible constituents.

10. The Panel suggests that the organization re-examine its use of the terms, "goals," "objectives," "missions," "programs" and "processes" in order to assure that each is used distinctively and non-duplicatively on all future planning and publications.

PART III

PROGRAM REVIEW AND PLANNING STRUCTURE FOR CLENE

In preparation for the March 5-6, 1976, Board Meeting, the President of the CLENE ad hoc Board of Directors, Nettie Taylor, sent out a communication to the members of the ad hoc Board and the ad hoc Advisory Committee asking them to respond to a number of questions, stating that the answers would be used as a basis for the preparation of a program review and planning document to present to the new Board of Directors at their first meeting in July 1976.

The questions asked included:

- What are the program and service priorities for CLENE in 1977?
- What topics need further study or investigation that can be undertaken now?
- How can CLENE increase and intensify its relationships with associations and institutions and individuals in the field?
- What funds are needed to provide a meaningful program?
- What funds are essential for the continuance of CLENE?
- What plans should the Board initiate beyond activities already started?
- Other ideas?

A large amount of time at the March 1976 Board meeting was spent in reviewing the responses sent in by members of the Board and Advisory Committee. As a result of the discussion, President Taylor assigned the development of a written planning document for presentation at the June 25 ad hoc Board meeting to Ruth Patrick and Duane Webster, with the assistance of the CLENE Staff. At the June 25 meeting, Ruth Patrick presented the rough draft of a planning document, which the Board spent considerable time examining and discussing. It was agreed that the document be reworked and that its content be stated in a matrix form with headings such as the following: Objectives; What has been done to date; What could be done next year; By whom; Possible long-term plans. (CLENE ad hoc Board Minutes, June 25, 1976, p. 2)

A document defining the current status, projected activities, and issues for long-term consideration was presented by the ad hoc Board to the newly elected Board (1976-1977) on July 17, 1976, in Chicago. The purpose of the report was to suggest a plan for the development of CLENE. The

exhibits on the following pages display that document, entitled "Program Review and Planning Structure for CLENE."

Material is presented in the following order:

PROGRAM REVIEW AND PLANNING STRUCTURE FOR CLENE:

By 1975/1976 Funding Sources----------Exhibit I (1 & 2) [Pages 21-22]
By 1976/1977 Funding Sources----------Exhibit II [Page 23]
By Program I: Needs Assessment----------Exhibit III [Page 24]
By Program II: Information Acquisition and Coordination----------Exhibit IV [Page 25]
By Program III: Product and Resource Development----------Exhibit V [Page 26]
By Program IV: Communications----------Exhibit VI [Page 27]

PROGRAM REVIEW AND PLANNING STRUCTURE FOR CLENE BY 1975/1976 FUNDING SOURCES

Exhibit I (1)

FUNDING --1975/1976	OBJECTIVES	1975/1976 -CURRENT SERVICES, RESOURCES, AND ACCOMPLISHMENTS
1. USOE Plan of Operation grant to Plan for CLENE Amount funded: $28,000 Amount spent: $28,000	1. Create permanent structure	1.1 Creation of By-laws which provide for: o The Assembly--all members of CLENE [Article 5] o The Advisory Committee--elected by Assembly [Article 6] o The Board of Directors--elected by Assembly [Article 7] o CLENE staff [Article 9] o Panel of Review and Evaluation [Article 10] 1.2 Creation of standing committees: o Assembly Program o Publications o Finance o Public Relations and Membership 1.3 Incorporation by District of Columbia 1.4 Holding regular meetings of the ASSEMBLY [Article 5]
	2. Establish dues and fees structure	2.1 The following membership categories were established: [Article 4] Group — Annual Dues — No. o Individual members---------- 10.00 458 o Institutional members---------- 200.00 18 o Association/organization members---------- 200.00 15 o Supporting (State Agencies) -------LSCA Apportionment------ 15 o Sustaining ---------- 1,500.00 ---- 0
	3. Creation of 4 Programs for the operational functioning of CLENE	3.1 Needs Assessment and Problem Definition [See program sheet] Goal: Continuous assessment of individual and group needs and definition of common problems. 3.2 Information Acquisition and Coordination [See program sheet] Goal: Acquisition, coordination, and exchange of information about continuing education resources in library, media, and information science and in other professions. Serves individuals and groups. 3.3 Product and Resource Development [See program sheet] Goal: Planning, producing, evaluating CLENE services on two levels--facilitating and producing. 3.4 Communications [See program sheet] Goal: Creation of awareness of and sense of need for continuing education of library personnel on part of employers and individuals; plans ways to deliver materials to user who needs them; encourages interest, use, evaluation of products
	4. Identification of funding sources and preparation of proposals	4.1 Proposal written and submitted to Office of Libraries and Learning Resources, USOE, entitled: EXTENDED INSTITUTE TO TRAIN STATE LIBRARY AGENCY PERSONNEL TO IMPLEMENT AND/OR STRENGTHEN STATEWIDE SYSTEMS OF CONTINUING EDUCATION FOR LIBRARY, INFORMATION, AND MEDIA PERSONNEL. o Amount requested: $64,225.00 o Amount funded: 25,000.00 4.2 Proposal written and submitted to Office of Library Research and Demonstration, USOE, entitled: DEVELOPMENT OF A MODEL FOR A CONTINUING EDUCATION RECOGNITION SYSTEM IN LIBRARY AND INFORMATION SCIENCE WITH SPECIFIC PROVISION FOR INCLUSION AND DEVELOPMENT OF PROTOTYPES FOR HOME STUDY PROGRAMS AND "ON DEMAND" TRANSPORTABLE LABORATORIES o Amount requested: $132,604.00 o Amount funded: 81,800.00 [in negotiations, Transportable labs dropped; will be submitted next year] 4.3 Proposal written and submitted to the Postsecondary Fund entitled: LIBRARY DEMONSTRATION PROJECT TOWARD DEVELOPMENT OF COMPETENCY OF LIBRARY PERSONNEL AS INFORMATION SPECIALISTS IN CONTINUING EDUCATION OPPORTUNITIES o Amount requested: $197,870.00 o Amount funded: -0- 4.4 Initial survey made of foundations to compile list of those with interests related to CLENE to be approached

FUNDING 1975/1976	OBJECTIVES	1975/1976-CURRENT SERVICES, RESOURCES, AND ACCOMPLISHMENT
2. Other than USOE 2.1 State Agencies: $16,951.00 2.2 Membership dues $10,340.00 2.3 Assembly I: $ 2,320.00 2.4 Sales: $ 715.00	5. Create products and services listed as high priority needs in the field by library, information, and media personnel to the extent feasible in terms of CLENE funds, time, and manpower	5.1 Collection of data and building data base of information on continuing education opportunities for library, information, and media personnel 5.2 Publication of CONTINUING EDUCATION COURSES AND PROGRA FOR LIBRARY, INFORMATION, AND MEDIA PERSONNEL 5.3 Creation and publication of CLENExchange (newsletter) A quarterly issued in September, December, March, June 5.4 Collection of data for publication of CLENE MEMBERSHIP DIRECTORY 5.5 Preparation of some 400-item annotated bibliography of recent [chiefly last three years] literature on continuing education in library, media, and information science and related disciplines 5.6 Review and publication of previously published works in area of continuing education for library, information, and media personn o Concept Paper #2: A Guide for Planning and Teaching Continuing Education Courses by Joe Washtien o Concept Paper #3: Planning and Evaluating Library Training Programs: A Guide for Library Leaders, Staffs and Advisory Groups edited by Brooke Sheldon 5.7 Publication of Proceedings of the First CLENE Assembly, January 23-24, 1976, Palmer House, Chicago, Illinois 5.8 Building a basic continuing education library of key reference sources 5.9 Production of brochure about CLENE 5.10 Leaders for CLENE Assembly I with self-assessment theme

PROGRAM REVIEW AND PLANNING STRUCTURE FOR CLENE
BY 1976/1977 FUNDING SOURCES

Exhibit II

1976/1977 FUNDING SOURCES	ESTIMATED AMOUNT	OBJECTIVES	Projected Activities---1976/1977	By Whom
1. MEMBERSHIP DUES 1. STATE AGENCIES	$25,624	1. Strengthen organizational structure [items 1.1 through 1.5 under Projected Activities]	1. Activities related to the organizational structure 1. Communication and clarivication of roles by activities, such as: o Develop guidelines for liaison representatives of institutional members so they will have a clear idea of what they are to do o Make clear the role and function of the Assembly at the July 1976 meeting to ensure grassroots input 2. Increase membership and membership involvement by activities such as: o Form CLENE Committee in each state with specific assignments, such as: --Having a booth with CLENE products and promotional materials at all state conferences --Recruiting new members in a given state --Serving as listening posts for getting grassroots ideas --Promoting presentations in meetings on CLENE o Also form committees with this type of assignment in large metropolitan areas o Develop a few projects on a volunteer basis and try them out o Review membership dues catgories--especially institutional 3. Review committee structure and set up procedures for including members of the Advisory Committee and Assembly on the committees. High priority is needed for the formation of the Publications Committee 4. Develop procedural manual for Board on operational matters, such as procedures to be followed by nominating committee 5. Implement recommendations of Panel of Review and Evaluation as qualified in Minutes of June 25, 1976, Board Meeting [See Part II, p. 2-1 of report] 2. Activities related to the Four Major Programs of CLENE [See separate sheets on Needs Assessment and Problem Definition, Information Acquisition and Coordination, Product and Resource Development, and Communications] 3. Write proposals to USOE, Postsecondary, foundations, etc. 4. Attach realistic costs to projects and estimate income from them	Committee to develop; Staff to distribute President at Assembly II State library personnel participating in Training Institute and/or Representatives from member states and/or staff from membership Board or Finance Committee Board and/or Committee Past President and Staff Board and Staff Assembly
2. Individual and groups	12,000	2. Carry out activites in Four Major Programs [See separate sheets for each Program--Needs Assessment and Problem Definition, Information Acquisition and Coordination, Resource and Product Development, and Communications] based on the following Criteria for Selecting Priorities: DOES THE ACTIVITY OR PRODUCT: 1. Directly relate to the missions and goals of CLENE as Stated in the By-laws? 2. Identify and provide information on continuing education opportunities and resources? 3. Assist continuing education practitioners in carrying out their responsibilities? 4. Promote development of continuing education resources to fill identified gaps? 5. Relate to the needs of target groups as identified in CLENE and other research studies? 6. Contribute to the effective operation of one or more of the four major programs of CLENE? 7. Ensure a favorable return on the cost of money, or staff, or volunteer time invested? 3. Identify sources of funding and write proposals 4. Set priorities for spending money, so new projects can be undertaken in a systematic way when funds available		
2. ASSEMBLY REGISTRATIONS (2)	5,000			
3. SALE OF PRODUCTS	2,500			
4. USOE training grant for state library agency personnel	25,000	o Facilitate 25 state library agencies in implementing or strengthening statewide systems of continuing education for library, information and media personnel that will result in the coordinated utilization of existing resources. o Develop an evaluation instrument for continuing library, media, and information science education programs for widespread distribution	• Selection of participants • Pre-workshop preparation • Workshop, November 6-12 • Field implementation & CLENE support • Report at CLENE Assemblies • Development of statewide plans • Development of evaluation model • Non-conference on evaluation • Testing of models developed • Prepare model for distribution • Distribution of model • Final report	Staff of USOE funded project
5. USOE grant for development of model recognition system for continuing education of library, information and media personnel.....	81,800	o Develop a model and prepare a plan for presentation to the profession of a system for measurement and recognition of individual participation in continuing education activities, including non-traditional formats o Develop a prototype for home study programs	• Interdisciplinary literature search • Data collection; individual and groups • Study committees • Model development and presentation • Development of course: Impact of New Technology on Libraries & Information Centers • Pilot testing; individuals & groups	Staff of USOE funded project

Exhibit III

PROGRAM REVIEW AND PLANNING STRUCTURE FOR CLENE
BY PROGRAM I: NEEDS ASSESSMENT AND PROBLEM IDENTIFICATION

PROGRAM	OBJECTIVES	1975/76-CURRENT SERVICES, RESOURCES, AND ACCOMPLISHMENTS	Projected Activities for 1976/1977	By Whom	Issues for Consideration over 5 Yrs.
I. Needs Assessment and Problem Definition	1. Facilitate individuals and groups in assessing their own continuing education needs at local, state, regional, and national levels	• Theme of First Assembly, January 1976: "Self Assessment--Both Individual and Organizational." • Program item for Second Assembly, July 1976	• Institute for state library agency personnel includes design for needs assessment, including concept of linkage agent • Include as program item in 1977 Assemblies	Staff of USOE funded Institute Program Task Force	Of what value to CLENE are available needs assessment models? Why are they not employed extensively? How should CLENE keep abreast of changing CE needs of the profession?
	2. Identify the continuing education needs and problems of the profession	• Assembly, January 1976 workshop groups identified needs; printed for widespread distribution in Proceedings of First Assembly. • Section of NCLIS project reports on needs assessment • Information received from Advisory Committee meetings, attendance at meetings, speaking at meetings, correspondence to CLENE office staff, telephone calls, Board of Directors meetings • Planning for Second Assembly; Assembly a prime means of ascertaining needs and giving them national visibility	• Identify needs through Assembly workshops and record in Proceedings • Keep systematic tally of needs expressed and problems identified at Advisory Committee meetings, attendance at meetings, speaking at meetings, correspondence received, telephone calls, Board meetings • Develop systematic method of continuous identification of needs at grassroots level	Recorders, Staff Staff, Speakers' Bureau Board, Staff	Is futuristic planning through regional think tanks a viable method? What are the areas for needed research and development activity? What are the most useful and feasible areas for demonstration and testing? Should needs assessment be systematically pursued through the concept of competency based learning?
	3. Use needs and problems as identified to assign priorities in order to determine nature of other three programs: information acquisition and coordination; product and resource development; communications	• Sample survey of needs, in addition to objectives of planning grant [creation of administrative structure; establishment of dues and fees structure; development of operational mechanisms; identification of sources of funding and proposal writing] in August 1975 identified 5 top priorities for CLENE: (1) data bank and directory of continuing eduation needs; (2) program reviews; (3) newsletter; (4) home study; (5) knowledge or learning packages.	• Assign priorities for other three program areas	Board, Advisory Committee, Assembly	What are the best ways to encourage widespread participation in identification of common problems?
	4. Assign priorities for activities based on need identified in the field (demand); assessment of relative costs and benefits to members and to profession; feasibility in terms of CLENE resources--time, dollars, manpower.	• Board decided that with funds available from states and dues the following efforts should be implemented: data bank and directory of continuing education activities; a newsletter (CLENExchange) to include program reviews when possible; and as no funds for production of home study programs or knowledge packages, "concept papers" would be developed to provide others with guidelines and suggestions for developing continuing education efforts; membership directory. • Wrote proposal for funding of model home study program including provision for study teams and group interaction • Wrote proposal for funding for transportable knowledge packages	• Assign priorities for activities within program areas • Rewrite and resubmit proposal for funding for funding for travelling training programs	Board Staff	

PROGRAM REVIEW AND PLANNING STRUCTURE FOR CLENE

BY FOUR MAJOR PROGRAMS: INFORMATION ACQUISITION AND COORDINATION [II]

Exhibit IV

PROGRAM	OBJECTIVES	1975/1976--CURRENT SERVICES, RESOURCES, AND ACCOMPLISHMENTS	PROJECTED ACTIVITIES FOR 1976/1977 ----------By Whom ---	ISSUES FOR CONSIDERATION over 5 Years
II. Information Acquisition and Coordination	1. Use--not duplicate--existing information sources and services	• Worked continuously to acquire, process, store, and retrieve information about continuing education applicable to high-priority needs and problems	• Acquire process, store, and retrieve information on high-priority needs and problems ---- Staff ------	1. What should CLENE do about centralized reward and record systems?
	2. Establish and maintain a selective library on continuing education at an interdisciplinary level	• Established a selective library of current continuing education materials	• Maintain continuing education library---------- Staff ------	2. How can CLENE best maintain contact with other professional continuing education groups?
	3. Establish and maintain a local, state, regional, and national problem statement and needs file	• Established a file on needs based on correspondence, data input from Assembly, suvey of key leaders, literature in field	• Develop internal files on problem statements, needs of profession, research specifications, specialized expertise, project reference material -----Staff ------	3. Is the on-line data base effective and should it be maintianed?
	4. Establish and maintain a data base of resource persons with expertise in continuing education and in current subject areas of high priority	• Production of CLENE Membership Directory with sufficient information about those listed to make it a valuable resource tool for planners of continuing education programs	• Issue supplement to update membership directory or re-issue updated directory; include CE activities of institutional and association members; state agencies ---- Staff ------	4. Should CLENE develop SDI services for CLENE members and others?
	5. Establish and maintain a data base of continuing education programs; publish directory of programs	• Publication of Continuing Education Courses and Programs for Library, Information, and Media Personnel. Washington, D.C.: CLENE, 1976, 218 pp., including analysis of offerings listed. • Building and maintenance of data base containing continuing education opportunities, with agreed upon search strategies and cost structure	• Issue updated Directory of CE opportunities; consider adding instructional/learning modules, resources suggested by state agencies; analyze gaps that need filling; analyze use of directory and data base and mechanisms for promoting their use --- Staff ------	5. Should a pilot survey be made of programmed instructional materials of relevance in the field of library, media, and information science that pertain to continuing education?
	6. Study the advisability of a reward and recognition system and a centralized record	• Researched available literature and wrote proposal on building a model recognition and reward system	• Carry out necessary research to develop model recognition system to present to profession Staff of USOE funded project	
	7. Acquire information needed for other three major programs	• Prepared annotated bibliography of current continuing education literature; to be published by ERIC; distributed by CLENE and ERIC • Continuous interface with other three programs	• Maintain annotated bibliography on current literature in continuing education at interdisciplinary level ----Staff --------- • Continuous intereface with other programs---------- Staff---------	
	8. Maintain contact with other professional continuing education groups	• Maintained contact with other professional continuing education groups through interviews, correspondence, attendance at meetings, literature [attendance at national meetings on C.E.U., non-traditional forms of continuing education mandatory continuing education; interviews with executives of various professional associations, including Education Commission of the States]	• Establish and maintain contact with other CE groups through interviews, correspondence, attendance at meetings, literature -----Staff ---------	

PROGRAM REVIEW AND PLANNING STRUCTURE FOR CLENE

BY FOUR MAJOR PROGRAMS: PRODUCT AND RESOURCE DEVELOPMENT [III]

Exhibit V

PROGRAM	OBJECTIVES	1975/1976--CURRENT SERVICES, RESOURCES, AND ACCOMPLISHMENTS	PROJECTED ACTIVITIES FOR 1976/1977 ---------- By Whom ----	ISSUES FOR CONSIDERATION over 5 Years
III **Product and Resource Development**	1. Provide for review and wider distribution of selected offerings already in the field	o Review of HEW Institute Products o Reprinting Planning and Evaluating Library Training Programs edited by Brooke Sheldon as Concept Paper #3 o Reprinting A Guide for Planning and Teaching Continuing Education Courses by Joe Washlien as Concept Paper #2	• Develop a review and evaluation process for selection of materials already in the field to be re-issued ----- Selection & Review Panel [TBA] • Review of programs and products submitted by others that may be replicated -----	1. Development of a Technology Information Exchange 2. Knowledge or learning packages 3. Update cassette or update annotation service at an interdisciplinary level in area such as management 4. Home based study programs 5. Learning laboratories 6. Continuing Education Handbook 7. Training materials and programs for statewide programs 8. Guidelines for continuing education programs 9. Teachers of teachers programs 10. Concept papers based on material in or suggested by NCLIS report 11. Kits for people in the field on needs assessment and program development and evaluation 12. Based on needs assessment data, develop new, or review and develop, existing programs in high priority areas 13. Commission people to write material--such as concept papers--under CLENE label
	2. Provide and facilitate consulting services to local, state, regional, or national groups	o Assembly meetings--Program sections, January 23-24, 1976, and July 16-17, 1976 o Provision in the Membership Directory of background, experience, and areas of expertise of leaders in field of continuing education o Correspondence and presentations at professional meetings	• Make provision for consulting sessions in January and June 1977 Assembly Meetings ; program sessions ------ Program Task Force • Keep data about leaders up to date in Membership Directory-- Staff -------- • Answer correspondence; make presentations at meetings ---- Staff --------	
	3. Develop guidelines for Continuing Education programs	o Development of the idea of issuing concept papers by the Board of Directors	• Issue Concept Paper #1, Developing Continuing Education Instructional Materials: Guidelines for Preparing Materials for Wide Distribution by Brooke Sheldon & Blanche Woolls ---- Staff --------	
	4. Develop programs and services that include evaluation components	o Wrote proposal for the development of Home Study Program on Impact of New Technology on Libraries and Information Centers o Wrote proposal for the Institute for State Library Agency Personnel which includes the development of evaluation model for continuing education programs	• Produce and evaluate Home Study Program on Impact of New Technology on Libraries and Information Centers ----- Staff of USOE-funded proj. • Publish and distribute the evaluation instrument(s) developed as a product in the Institute for State Library Agency Personnel ---- Staff --------	
	5. Publish proceedings of Assemblies so concepts and resources will be available to wider audience than just those attending the Assemblies	o Published the Proceedings of the January 23-24, 1976, CLENE Assembly	o Publish Proceedings of July 1976 and January and June 1977 Assemblies ----- Staff --------	

PROGRAM REVIEW AND PLANNING STRUCTURE FOR CLENE

BY FOUR MAJOR PROGRAMS: COMMUNICATIONS [IV]

Exhibit VI

PROGRAM	OBJECTIVES	1975/1976–CURRENT SERVICES, RESOURCES, AND ACCOMPLISHMENTS	Project Activities for 1976/1977	By Whom	Issues for Consideration Over 5 Years
IV. Communications	1. Encourage awareness of programs and resources—both those developed by CLENE and those originating in the field—that are available for distribution through CLENE.	1.1. Publication of a brochure about CLENE and its distribution to groups and by mail 2. Publication of dues and fee structure 3. Mailing of letters to special groups, such as all those who were in the AALS continuing education network, participants in the NCLIS study, state librarians, members of the Library Education Division and the Library Administration Division of ALA 4. Publication of CLENExchange—quarterly newsletter 5. Issuance of frequent news releases about CLENE 6. Production of slide-tape show on CLENE 7. Appointment and activities of Public Relations and Membership Task Force 8. Publication of a number of feature articles about CLENE in state, regional, and national journals 9. Presentations at state, regional, and national meetings 10. Sending copies of publications out for review 11. Building up mailing lists to key groups	1.1. Publication of a brochure about CLENE and its membership advantages; distribution to groups and individuals; by mail and direct	Staff	1. Decisions about publishing: • Innovative Program Reviews • Perspectives on high priority problems • Landmark statements 2. How to improve the dissemination and distribution activities of CLENE? • Should there be a dissemination plan for each product? • Should paid advertisements be taken out in major journals advertising, for example, the Continuing Education Directory of Opportunities? 3. Should advertising be sought to help defray costs of some publications? Which ones?
			2. Mailings to other special groups (groups to be determined by Board)	Board Staff	
			3. Publication of CLENExchange and distribution adding a column on matching needs to resources	Staff	
			4. Review present mailing lists; determine additions or subtractions	Staff	
			5. Continuous issuance of news releases	Staff	
			6. Increase number of presentations at national meetings	Board, Staff, Advisory Com.	
			7. Prepare slide/tape transparencies for use in presentations by staff, board, Advisory Committee, Assembly members	Staff	
			8. Plan a dissemination plan for each product or resource	Staff Board	
			9. Systematize activities of Public Relations and membership task force; prepare for manual	Staff, Board Committee	
	2. Encourage interest in programs and and resources through interpersonal (two-way) communications	2.1. Formation of Speakers' Bureau and presentations of that group 2. Answering and initiating correspondence on direct person-to person basis 3. Conducting small group seminars and/or question and answer sessions CLENE	2.1 Plan a campaign for wider use of Speaker's bureau	Staff, Board	
			2. Answering and initiating correspondence, keeping record to analyze content	Staff	
			3. Seek opportunities to conduct small group seminars	Staff, Board, AC	
	3. Encourage use (adoption) of programs and resources through direct (two-way) interpersonal communications and by mass (one-way) communications reporting on ways in which programs and resources are being used by others at the present time	3.1. Distribution of summary report of NCLIS study 2. Presentation of publications and resources at Assembly meetings and reporting on ways others have used materials 3. Presentation of publications and resources at small seminar meetings in library school, association meetings, etc.	3.1. Review need to expand public relations activities, e.g. booth with publications and membership materials at major conferences, meetings, etc.	Board, Staff	
			2. Present reports on use of CLENE materials in CLENExchange and in library literature, as possible	Staff, Members	
	4. Solicit feedback through direct (two-way) communications giving an evaluation of offerings and forwarding such data to the Program and Resource Development Program to improve future programs	4.1. Demonstration of and feedback about products at Continuing Education Fair held in conjunction with Assemblies 2. Feedback about and suggestions for improvement at workshop and business meetings of the Assembly 3. Publication of the Proceedings of the Assembly 4. Interface with other three program areas	4.1. Planning and conducting Assembly in January and June 1977 with more systematic promotion of the Continuing Education Fair as a way of demonstrating and getting feedback on products in the field	Staff, Assembly Program Committee	
			2. Publication of the Proceedings of the Assembly	Staff, Committee	
			3. Review publication and distribution efforts of the other three programs	Staff, Board	

PROGRAM REVIEW AND PLANNING STRUCTURE FOR CLENE
BY 1976/1977 FUNDING SOURCES

Exhibit II

1976/1977 FUNDING SOURCES	ESTIMATED AMOUNT	OBJECTIVES	Projected Activities—1976/1977	By Whom
1. MEMBERSHIP DUES 1. STATE AGENCIES	$25,624	1. Strengthen organizational structure [Items 1.1 through 1.5 under Projected Activities]	1. Activities related to the organizational structure 1. Communication and clarivication of roles by activities, such as: o Develop guidelines for liaison representatives of institutional members so they will have a clear idea of what they are to do ——— Committee to develop; ——— Staff to distribute o Make clear the role and function of the Assembly at the July 1976 meeting to ensure grassroots input ——— President at ——— Assembly II 2. Increase membership and membership involvement by activities such as: o Form CLENE Committee in each state with specific assignments, such as: ——— State library personnel ——— participating in Training Institute and/or Representatives from member states and/or staff from membership ---Having a booth with CLENE products and promotional materials at all state conferences ---Recruiting new members in a given state ---Serving as listening posts for getting grassroots ideas ---Promoting presentations in meetings on CLENE o Also form committees with this type of assignment in large metropolitan areas o Develop a few projects on a volunteer basis and try them out o Review membership dues categories---especially institutional ——— Board or Finance Committee 3. Review committee structure and set up procedures for including members of the Advisory Committee and Assembly on the committees. High priority is needed for the formation of the Publications Committee ——— Board and/or Committee 4. Develop procedural manual for Board on operational matters, such as procedures to be followed by nominating committee ——— Past President and Staff 5. Implement recommendations of Panel of Review and Evaluation as qualified in Minutes of June 25, 1976, Board Meeting [See Part II, p. 2-1 of report] Board and Staff Assembly 2. Activities related to the Four Major Programs of CLENE [See separate sheets on Needs Assessment and Problem Definition, Information Acquisition and Coordination, Product and Resource Development, and Communications] 3. Write proposals to USOE, Postsecondary, foundations, etc. 4. Attach realistic costs to projects and estimate income from them	
2. Individual and groups	12,000	2. Carry out activites in Four Major Programs [See separate sheets for each Program---Needs Assessment and Problem Definition, Information Acquisition and Coordination, Resource and Product Development, and Communications] based on the following Criteria for Selecting Priorities: DOES THE ACTIVITY OR PRODUCT: 1. Directly relate to the missions and goals of CLENE as Stated in the By-laws? 2. Identify and provide information on continuing education opportunities and resources? 3. Assist continuing education practitioners in carrying out their responsibilities? 4. Promote development of continuing education resources to fill identified gaps? 5. Relate to the needs of target groups as identified in CLENE and other research studies? 6. Contribute to the effective operation of one or more of the four major programs of CLENE? 7. Ensure a favorable return on the cost of money, or staff, or volunteer time invested? 3. Identify sources of funding and write proposals 4. Set priorities for spending money, so new projects can be undertaken in a systematic way when funds available		
2. ASSEMBLY REGISTRATIONS (2)	5,000			
3. SALE OF PRODUCTS	2,500			
4. USOE training grant for state library agency personnel	25,000	o Facilitate 25 state library agencies in implementing or strengthening statewide systems of continuing education for library, information and media personnel that will result in the coordinated utilization of existing resources. o Develop an evaluation instrument for continuing library, media, and information science education programs for widespread distribution	• Selection of participants • Pre-workshop preparation • Workshop, November 6-12 • Field implementation & CLENE support • Report at CLENE Assemblies • Development of statewide plans • Development of evaluation model • Non-conference on evaluation • Testing of models developed • Prepare model for distribution • Distribution of model • Final report	Staff of USOE funded project
5. USOE grant for development of model recognition system for continuing education of library, information and media personnel.....	81,800	o Develop a model and prepare a plan for presentation to the profession of a system for measurement and recognition of individual participation in continuing education activities, including non-traditional formats o Develop a prototype for home study programs	• Interdisciplinary literature search • Data collection; individual and groups • Study committees • Model development and presentation • Development of course: Impact of New Technology on Libraries & Information Centers • Pilot testing; individuals & groups	Staff of USOE funded project

Exhibit III

PROGRAM REVIEW AND PLANNING STRUCTURE FOR CLENE
BY PROGRAM I: NEEDS ASSESSMENT AND PROBLEM IDENTIFICATION

PROGRAM	OBJECTIVES	1975/76-CURRENT SERVICES, RESOURCES, AND ACCOMPLISHMENTS	Projected Activities for 1976/1977	By Whom	Issues for Consideration over 5 Yrs.
I. Needs Assessment and Problem Definition	1. Facilitate individuals and groups in assessing their own continuing education needs at local, state, regional, and national levels	• Theme of First Assembly, January 1976: "Self Assessment--Both Individual and Organizational." • Program item for Second Assembly, July 1976	• Institute for state library agency personnel includes design for needs assessment, including concept of linkage agent • Include as program item in 1977 Assemblies	Staff of USOE funded Institute Program Task Force	Of what value to CLENE are available needs assessment models? Why are they not employed extensively? How should CLENE keep abreast of changing CE needs of the profession?
	2. Identify the continuing education needs and problems of the profession	• Assembly, January 1976 workshop groups identified needs; printed for widespread distribution in Proceedings of First Assembly. • Section of NCLIS project reports on needs assessment • Information received from Advisory Committee meetings, attendance at meetings, speaking at meetings, correspondence to CLENE office staff, telephone calls, Board of Directors meetings • Planning for Second Assembly; Assembly a prime means of ascertaining needs and giving them national visibility	• Identify needs through Assembly workshops and record in Proceedings • Keep systematic tally of needs expressed and problems identified at Advisory Committee meetings, attendance at meetings, speaking at meetings, correspondence received, telephone calls, Board meetings • Develop systematic method of continuous identification of needs at grassroots level	Recorders, Staff Staff, Speakers' Bureau Board, Staff	Is futuristic planning through regional think tanks a viable method? What are the areas for needed research and development activity? What are the most useful and feasible areas for demonstration and testing? Should needs assessment be systematically pursued through the concept of competency based learning?
	3. Use needs and problems as identified to assign priorities in order to determine nature of other three programs: information acquisition and coordination; product and resource development; communications	• Sample survey of needs, in addition to objectives of planning grant [creation of administrative structure; establishment of dues and fees structure; development of operational mechanisms; identification of sources of funding and proposal writing] in August 1975 identified 5 top priorities for CLENE: (1) data bank and directory of continuing eduation needs; (2) program reviews; (3) newsletter; (4) home study; (5) knowledge or learning packages.	• Assign priorities for other three program areas	Board Advisory Committee, Assembly	What are the best ways to encourage widespread participation in identification of common problems?
	4. Assign priorities for activities based on need identified in the field (demand); assessment of relative costs and benefits to members and to profession; feasibility in terms of CLENE resources--time, dollars, manpower.	• Board decided that with funds available from states and dues the following efforts should be implemented: data bank and directory of continuing education activities; a newsletter (CLENExchange) to include program reviews when possible; and as no funds for production of home study programs or knowledge packages, "concept papers" would be developed to provide others with guidelines and suggestions for developing continuing education efforts; membership directory. • Wrote proposal for funding of model home study program including provision for study teams and group interaction • Wrote proposal for funding for transportable knowledge packages	• Assign priorities for activities within program areas • Rewrite and resubmit proposal for funding for funding for travelling training programs	Board Staff	

PROGRAM REVIEW AND PLANNING STRUCTURE FOR CLENE

BY FOUR MAJOR PROGRAMS: INFORMATION ACQUISITION AND COORDINATION [II]

Exhibit IV

PROGRAM	OBJECTIVES	1975/1976--CURRENT SERVICES, RESOURCES, AND ACCOMPLISHMENTS	PROJECTED ACTIVITIES FOR 1976/1977	By Whom	ISSUES FOR CONSIDERATION over 5 Years
II. Information Acquisition and Coordination	1. Use--not duplicate--existing information sources and services	• Worked continuously to acquire, process, store, and retrieve information about continuing education applicable to high-priority needs and problems	• Acquire process, store, and retrieve information on high-priority needs and problems	Staff	1. What should CLENE do about centralized reward and record systems?
	2. Establish and maintain a selective library on continuing education at an interdisciplinary level	• Established a selective library of current continuing education materials	• Maintain continuing education library	Staff	2. How can CLENE best maintain contact with other professional continuing education groups?
	3. Establish and maintain a local, state, regional, and national problem statement and needs file	• Established a file on needs based on correspondence, data input from Assembly, survey of key leaders, literature in field	• Develop internal files on problem statements, needs of profession, research specifications, specialized expertise, project reference material	Staff	3. Is the on-line data base effective and should it be maintianed?
	4. Establish and maintain a data base of resource persons with expertise in continuing education and in current subject areas of high priority	• Production of CLENE Membership Directory with sufficient information about those listed to make it a valuable resource tool for planners of continuing education programs	• Issue supplement to update membership directory or re-issue updated directory; include CE activities of institutional and association members; state agencies	Staff	4. Should CLENE develop SDI services for CLENE members and others?
	5. Establish and maintain a data base of continuing education programs; publish directory of programs	• Publication of Continuing Education Courses and Programs for Library, Information, and Media Personnel. Washington, D.C.: CLENE, 1976, 218 pp., including analysis of offerings listed. • Building and maintenance of data base containing continuing education opportunities, with agreed upon search strategies and cost structure	• Issue updated Directory of CE opportunities; consider adding instructional/learning modules, resources suggested by state agencies; analyze gaps that need filling; analyze use of directory and data base and mechanisms for promoting their use	Staff	5. Should a pilot survey be made of programmed instructional materials of relevance in the field of library, media, and information science that pertain to continuing education?
	6. Study the advisability of a reward and recognition system and a centralized record	• Researched available literature and wrote proposal on building a model recognition and reward system	• Carry out necessary research to develop model recognition system to present to profession	Staff of USOE funded project	
	7. Acquire information needed for other three major programs	• Prepared annotated bibliography of current continuing education literature; to be published by ERIC; distributed by CLENE and ERIC • Continuous interface with other three programs	• Maintain annotated bibliography on current literature in continuing education at interdisciplinary level • Continuous interface with other programs	Staff Staff	
	8. Maintain contact with other professional continuing education groups	• Maintained contact with other professional continuing education groups through interviews, correspondence, attendance at meetings, literature [attendance at national meetings on C.E.U., non-traditional forms of continuing education, mandatory continuing education; interviews with executives of various professional associations, including Education Commission of the States]	• Establish and maintain contact with other CE groups through interviews, correspondence, attendance at meetings, literature	Staff	

PROGRAM REVIEW AND PLANNING STRUCTURE FOR CLENE

BY FOUR MAJOR PROGRAMS: PRODUCT AND RESOURCE DEVELOPMENT [III]

Exhibit V

PROGRAM	OBJECTIVES	1975/1976--CURRENT SERVICES, RESOURCES, AND ACCOMPLISHMENTS	PROJECTED ACTIVITIES FOR 1976/1977 ---------- By Whom ----	ISSUES FOR CONSIDERATION over 5 Years
III Product and Resource Development	1. Provide for review and wider distribution of selected offerings already in the field	o Review of HEW Institute Products o Reprinting Planning and Evaluating Library Training Programs edited by Brooke Sheldon as Concept Paper #3 o Reprinting A Guide for Planning and Teaching Continuing Education Courses by Joe Washtien as Concept Paper #2	• Develop a review and evaluation process for selection of materials already in the field to be re-issued ----- Selection & Review • Review of programs and products submitted by others that may be replicated ----- Panel [TBA]	1. Development of a Technology Information Exchange 2. Knowledge or learning packages 3. Update cassette or update annotation service at an interdisciplinary level in area such as management 4. Home based study programs 5. Learning laboratories 6. Continuing Education Handbook 7. Training materials and programs for statewide programs 8. Guidelines for continuing education programs 9. Teachers of teachers programs 10. Concept papers based on material in or suggested by NCLIS report 11. Kits for people in the field on needs assessment and program development and evaluation 12. Based on needs assessment data, develop new, or review and develop, existing programs in high priority areas 13. Commission people to write material--such as concept papers--under CLENE label
	2. Provide and facilitate consulting services to local, state, regional, or national groups	o Assembly meetings--Program sections, January 23-24, 1976, and July 16-17, 1976 o Provision in the Membership Directory of background, experience, and areas of expertise of leaders in field of continuing education o Correspondence and presentations at professional meetings	• Make provision for consulting sessions in January and June 1977 Assembly Meetings ; program sessions ------ Program---- Task Force • Keep data about leaders up to date in Membership Directory-- Staff -------- • Answer correspondence; make presentations at meetings ----- Staff --------	
	3. Develop guidelines for Continuing Education programs	o Development of the idea of issuing concept papers by the Board of Directors	• Issue Concept Paper #1, Developing Continuing Education ----Staff-------- Instructional Materials: Guidelines for Preparing Materials for Wide Distribution by Brooke Sheldon & Blanche Woolls	
	4. Develop programs and services that include evaluation components	o Wrote proposal for the development of Home Study Program on Impact of New Technology on Libraries and Information Centers o Wrote proposal for the Institute for State Library Agency Personnel which includes the development of evaluation model for continuing education programs	• Produce and evaluate Home Study Program on Impact of ----- Staff of USOE-funded proj. New Technology on Libraries and Information Centers • Publish and distribute the evaluation instrument(s) develop-- Staff-------- as a product in the Institute for State Library Agency Personnel	
	5. Publish proceedings of Assemblies so concepts and resources will be available to wider audience than just those attending the Assemblies	o Published the Proceedings of the January 23-24, 1976, CLENE Assembly	• Publish Proceedings of July 1976 and January and June 1977 Assemblies ----- Staff --------	

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Exhibit VI

PROGRAM REVIEW AND PLANNING STRUCTURE FOR CLENE

BY FOUR MAJOR PROGRAMS: COMMUNICATIONS [IV]

PROGRAM	OBJECTIVES	1975/1976--CURRENT SERVICES, RESOURCES, AND ACCOMPLISHMENTS	Project Activities for 1976/1977	By Whom	Issues for Consideration Over 5 Years
IV. Communications	1. Encourage awareness of programs and resources—both those developed by CLENE and those originating in the field—that are available for distribution through CLENE.	1.1. Publication of a brochre about CLENE and its distribution to groups and by mail 2. Publication of dues and fee structure 3. Mailing of letters to special groups, such as all those who were in the AALS continuing education network, participants in the NCLIS study, state librarians, members of the Library Education Division and the Library Administration Division of ALA 4. Publication of CLENExchange—quarterly newsletter 5. Issuance of frequent news releases about CLENE 6. Production of slide-tape show on CLENE 7. Appointment and activities of Public Relations and Membership Task Force 8. Publication of a number of feature articles about CLENE in state, regional, and national journals 9. Presentations at state, regional, and national meetings 10. Sending copies of publications out for review 11. Building up mailing lists to key groups	1.1. Publication of a brochure about CLENE and its membership advantages; distribution to groups and individuals; by mail and direct	Staff	1. Decisions about publishing: o Innovative Program Reviews • Perspectives on high priority problems • Landmark statements 2. How to improve the dissemination and distribution activities of CLENE? • Should there be a dissemination plan for each product? • Should paid advertisements be taken out in major journals advertising, for example, the Continuing Education Directory of Opportunities? 3. Should advertising be sought to help defray costs of some publications? Which ones?
	2. Encourage interest in programs and and resources through interpersonal (two-way) communications	2.1. Formation of Speakers' Bureau and presentations of that group 2. Answering and initiating correspondence on direct person-to person basis 3. Conducting small group seminars and/or question and answer sessions CLENE	2. Mailings to other special groups [groups to be determined by Board]	Board Staff	
			3. Publication of CLENExchange and distribution adding a column on matching needs to resources	Staff	
			4. Review present mailing lists; determine additions or subtractions	Staff	
			5. Continuous issuance of news releases	Staff	
			6. Increase number of presentations at national meetings	Board, Staff, Advisory Com.	
			7. Prepare slide/tape transparencies for use in presentations by staff, board, Advisory Committee, Assembly members	Staff	
			8. Plan a dissemination plan for each product or resource	Staff Board	
			9. Systematize activites of Public Relations and membership task force; prepare for manual	Staff, Board Committee	
	3. Encourage use (adoption) of programs and resources through direct (two-way) interpersonal communications and by mass (one-way) communications reporting on ways in which programs and resources are being used by others at the present time	3.1. Distribution of summary report of NCLIS study 2. Presentation of publications and resources at Assembly meetings and reporting on ways others have used materials 3. Presentation of publications and resources at small seminar meetings in library school, association meetings, etc.	2.1 Plan a campaign for wider use of Speaker's bureau	Staff, Board	
			2. Answering and initiating correspondence, keeping record to analyze content	Staff	
			3. Seek opportunities to conduct small group seminars	Staff, Board, AC	
	4. Solicit feedback through direct (two-way) communications giving an evaluation of offerings and forwarding such data to the Program and Resource Development Program to improve future programs	4.1. Demonstration of and feedback about products at Continuing Education Fair held in conjunction with Assemblies 2. Feedback about and suggestions for improvement at workshop and business meetings of the Assembly 3. Publication of the Proceedings of the Assembly 4. Interface with other three program areas	3.1. Review need to expand public relations activities, e.g. booth with publications and membership materials at major conferences, meetings, etc.	Board, Staff	
			2. Present reports on use of CLENE materials in CLENExchange and in library literature, as possible	Staff, Members-	
			4.1. Planning and conducting Assembly in January and June 1977 with more systematic promotion of the Continuing Education Fair as a way of demonstrating and getting feedback on products in the field	Staff, Assembly Program Committee	
			2. Publication of the Proceedings of the Assembly	Staff, Committee	
			3. Review publication and distribution efforts of the other three programs	Staff, Board	

PART IV

CONCLUSIONS

CLENE, Incorporated, has carried out a year of planning, organization, and resource development which has demonstrated the feasibility of a continuing library education network and exchange to serve as a nationwide service and resource facility toward achieving the goal of quality content of education experience for all levels of library, information, and media personnel in all locales and involving all levels of institutional support — state, regional, and national associations, state and national libraries, library education programs, and individual libraries.

Based on the first year of CLENE's performance, the 1975/1976 Project Director of CLENE respectfully submits some conclusions relative to the future development of CLENE. These are presented on the following pages under three headings:

I. Scope of Goals and Programs
II. Staffing of the CLENE Office
III. Financing CLENE

I. SCOPE OF PROGRAMS

1. THE SCOPE AND PRIORITIES GIVEN TO CLENE PROGRAMS AND ACTIVITIES SHOULD MATCH CURRENT AND ANTICIPATED CONTINUING EDUCATION NEEDS OF LIBRARY, INFORMATION, AND MEDIA PERSONNEL

The programs and specific activities of CLENE should be designed to achieve the goals of CLENE. Specifically,

To:	*The CLENE Programs of*	*Should Sponsor the Following Type of Activities:*
Identify and assess the continuing education needs of library, information, and media personnel at all levels in all locales Encourage broad involvement in planning, building, and modifying the programs of CLENE	Needs Assessment and Problem Definition	Continuing Education research and development
Develop coordinative mechanisms for users and suppliers of continuing library, media, and information science education at local, state, regional, and national levels, as a means of: • insuring maximum use of existing resources • eliminating unnecessary duplication of effort	Information Acquisition and Coordination	National exchange of information Data base of continuing education opportunities Data base of human resources in continuing education Location and abstracting of continuing education literature
Develop methods for responding to the continuing education needs of individuals and groups	Product and Resource Development	Continuing education publications CLENE Assemblies—a national forum Institutes, workshops, seminars Continuing education consultation Encouragement to individuals and groups to produce learning resources in a wide variety of formats Demonstration of effective continuing education practices Development of flexible modules and packages Review of resources in field for possible distribution by CLENE
Develop a delivery system for responding to the continuing education needs of individuals and groups	Communications and delivery	Dissemination of products and resources developed by CLENE or other groups or individuals Continuing education public relations Liaison with groups concerned with continuing education *CLENExchange* CLENE reports Program reviews

The programs of CLENE should be interrelated and mutually reinforcing. It should be noted, however, that research activities, chiefly in the areas of needs assessment, should come before other activities. The June 1976 Program Review and Planning Structure for CLENE (Part III of this report) lists a number of activities and related projects that should be undertaken by CLENE. Although all these assessments listed are important and it would be advantageous to be able to undertake them all promptly, it is not possible to state that they can all be done immediately because of limitations of time and resources – both human and material. Therefore, it is important that priorities be set by the Board of Directors each year, taking into account the needs of the field in relation to available resources.

2. *PRIORITIES SHOULD BE SET EACH YEAR ACCORDING TO CRITERIA ADOPTED BY THE BOARD OF DIRECTORS*

As the needs in the field are so great and are constantly changing, it is not possible to set permanent priorities. Some work should be taken under each of the four programs each year, but priorities of emphasis should be assigned yearly. For the year 1976/1977, the criteria adopted by the 1975/1976 ad hoc Board of Directors in the 1976 "Program Review and Planning" structure document offer a way of determining priorities. Exhibit VII, following this page, provides a helpful format that can be used by the membership of CLENE in selecting priorities at all levels of operation.

EXHIBIT VII: CRITERIA FOR SELECTING PRIORITIES FOR ACTIVITIES OR PRODUCTS FOR CLENE: CHART-CHECKLIST TO AID IN DECISIONMAKING PROCESS

NAME AND TYPE OF ACTIVITY OR PRODUCT:

SENTENCE DESCRIPTION OF ACTIVITY OR PRODUCT:

CRITERIA RATING CHART	
DEGREE SCALE [*Circle your rating for each criterion*]	DEGREE TO WHICH ACTIVITY OR PRODUCT:
LOW 1 2 3 4 5 6 *HIGH*	1. Directly relates to the missions and goals of CLENE as stated in the By-Laws?
1 2 3 4 5 6	2. Identifies and provides information on continuing education opportunities and resources?
1 2 3 4 5 6	3. Assists continuing education practitioners in carrying out their responsibilities?
1 2 3 4 5 6	4. Promotes development of continuing education resources to fill identified gaps?
1 2 3 4 5 6	5. Relates to the needs of target groups as identified in the CLENE NCLIS study and other research studies?
1 2 3 4 5 6	6. Contributes to the effective operation of one or more of the four major programs of CLENE?
1 2 3 4 5 6	7. Ensures a favorable return on the cost of money, or staff, or volunteer time invested?
TOTAL SCORE: [ ]	COMMENT:

THE ACTIVITY OR PRODUCT IS RELATED TO THE FOLLOWING MISSION(S) OF CLENE: [*Check all applicable*]

[ ] Provide equal access to continuing education opportunities .....
[ ] Create an awareness and a sense of need for continuing education .....

THE ACTIVITY OR PRODUCT IS RELATED TO THE FOLLOWING GOAL(S) OF CLENE: [*Check all applicable*]

[ ] Identify and assess the continuing education needs of library, information, and media personnel at all levels in all locales.
[ ] Encourage broad involvement in planning, building, and modifying the programs of CLENE.
[ ] Develop coordinative mechanisms for users and suppliers of continuing library, media, and information science education at local, state, regional, and national levels, as a means of:
    [ ] insuring maximum use of existing resources
    [ ] eliminating unnecessary duplication of effort
[ ] Collect and disseminate interdisciplinary information relating to continuing education of working adults
[ ] Develop methods for responding to the continuing needs of individuals and groups
[ ] Develop a delivery system for responding to the continuing education needs of individuals and groups

THE ACTIVITY OR PRODUCT IS PART OF THE FOLLOWING CLENE PROGRAM(S):

[ ] Needs assessment and/or problem definition
[ ] Information acquisition, coordination, and exchange
[ ] Product and resource development
[ ] Communications and delivery

II. STAFFING OF THE CLENE OFFICE

The leadership for the work carried out by the CLENE office staff should be provided by the Executive Director and the Board of Directors. The work of the office should be related to the nationwide continuing education needs of the profession, with special attention given to the needs of CLENE members – all categories of the membership.

1. THE CLENE OFFICE STAFF, HEADED BY AN EXECUTIVE DIRECTOR, SHOULD HAVE A SMALL CONTINUING FULL-TIME STAFF TO CARRY OUT THE ACTIVITIES OF THE FOUR MAJOR PROGRAMS OF CLENE

As CLENE enters the 1976/1977 year of activity, in addition to the Executive Director (for whom there is no salary allotment), there is assigned to the four basic programs of CLENE only 50% of the time of one professional and 50% of the time of one secretary to carry out the four major programs of CLENE – needs assessment, information acquisition, product and resource development, and communications. The rest of the time of these continuing members of the staff plus those working on research and training activities will be spent (and paid for) by grants for specific purposes.

Even though the CLENE office staff should keep only a small continuing professional staff, it is necessary, as resources are available, to expand the staff to provide a full complement of services in the four major programs of CLENE. In addition to the Executive Director, the full-time continuing staff should include:

- One professional with experience, educational background, and competencies in library continuing education and educational technology applications to provide technical, analytical, and consultant capabilities to be used especially in the areas of needs assessment and product and resources development.

- One professional with the competencies necessary to assure viable communication linkages and effective dissemination of products and services.

- One research assistant with the necessary competencies to carry out the information acquisition and coordination program.

Adequate clerical staff support should be provided for the four major CLENE programs – a minimum of two full-time secretaries.

The professional resources of CLENE's continuing staff should be supplemented as the four major programs require by bringing in needed specialists for specified time periods to serve as consultants.

2. *THE EXECUTIVE DIRECTOR OF CLENE SHOULD MAINTAIN LIAISON WITH OTHER ORGANIZATIONS CONCERNED WITH CONTINUING EDUCATION*

Programs and activities of CLENE should be closely related to work in the field undertaken by other professional organizations concerned with continuing education both within and without the profession and with government agencies, such as the United States Office of Education. Liaison should also be provided by members of CLENE through participation in interorganizations and committees. In these liaison activities, particular attention should be paid to identifying changing continuing education needs and opportunities, to cooperating with individuals and groups to produce resources, to meeting needs in a wide variety of formats, and to avoiding duplication of effort. Particular effort should be made by the CLENE office and Board of Directors and Advisory Committee members to establishing viable communication linkages with organizations, associations, libraries, state agencies, and consortia that are members of CLENE. This is essential in order to provide the kind of assistance the various categories of members need.

3. *A FORMAL APPROACH SHOULD BE TAKEN TO EVALUATE THE PROGRESS AND EFFECTIVENESS OF CLENE PROGRAMS*

CLENE has been established to develop a nationwide program of continuing education for library, information, and media personnel which will involve all levels of institution support: state, regional, and national associations, state and national libraries, schools of libraries and information science, individual libraries. To ascertain the degree to which CLENE is responsive to the nationwide needs of the profession, a formal continuing education approach should be taken to evaluate the progress and effectiveness of the programs sponsored by CLENE.

To facilitate evaluation, objectives should be reviewed annually and, as stated in the previous section, priorities established each year. Guidance on program development and the establishment of priorities should be sought from the Board of Directors, the Advisory Committee, and the Assembly.

To obtain an appraisal of program effectiveness, a questionnaire should be sent to all categories of membership at periodic intervals — at least every other year, and preferably annually. Areas to be covered in the instrument should include topics such as: continuing education needs of the future, goals and objectives, major programs, financing, other comments. The questionnaire should include an invitation for the respondents to contact the CLENE staff directly if they wish to discuss any phase of CLENE in more detail than the questionnaire provides.

The appraisal of program effectiveness for 1975/1976 was carried out by the Panel of Review and Evaluation. It is suggested that the Panel of Review and Evaluation work with the Executive Director and the Board of Directors in the formulation of a formal instrument to be used for appraisal of program effectiveness for 1976/1977.

III. FINANCING CLENE

To achieve the important missions, goals, and programs set forth for CLENE, it will be necessary to develop continuing financial support as well as financing for specific major projects.

1. THE FOUR BASIC PROGRAMS OF CLENE WILL INVOLVE COSTS OF ABOUT $50,000 TO $130,000 PER YEAR OVER THE NEXT FIVE YEARS

To provide the level of effort necessary to carry out the full complement of activities relative to the four programs of CLENE – needs assessment, information acquisition and coordination, product and resource development, and communication and dissemination – a level of expenditure between $50,000 to $130,000 will be needed annually during the next five years.

During 1975/1976, CLENE expended, in round numbers, $50,000. The projected budget for 1976/1977 is also, in round numbers, $50,000. It should be noted that this 1976/1977 estimated expenditure is based on a continuing office staff of only 1/2 of one professional's time and 1/2 of a secretary's time which amounts to $11,500, including benefits, with no salary expended for the executive director.

It is anticipated that each year during the next five years the full-time staff of the CLENE office would be increased until the recommended size of an executive director, plus two full-time professionals, one research assistant, and two full-time secretaries would be reached. This would mean an increase of an estimated addition of $75,000 in salaries by 1980/1981 which accounts for the major part of the increase between the $50,000 estimated in 1976/1977 and the $130,000 estimated in 1980/1981.

It should be noted further that general budget estimates provide for:

- Direct expenses of publications (editing, printing, distribution, etc.) to be recovered 33% by sale of publications. It is based on maintaining the present level and number of publications; namely, *CLENExchange*, Directory of Continuing Education Opportunities, Directory of Human Resources, annual Continuing Education Bibliography update, and the publication of an average of 2 - 3 concept papers per year. Should recovery be higher than 33%, the number of publications might be increased. One reason that recovery cannot be realistically expected to be higher, at least in the immediate future, is that a large number receive these publications as a benefit of membership.

- Direct expenses of Assemblies (facilities rental, proceedings, fees for speakers, travel, etc.) to be recovered 70% from Assembly fees. Should recovery be higher than 70%, a number of additional conferences, workshops, etc., might be held.

- Direct expenses of consultation and presentations (transportation, per diem, communications, handouts, etc.) to be recovered 50% through charges to those to whom services are provided. Until full-time professional staff is provided in the CLENE office, this type of service will of necessity be of minimal quantity. Consultation and presentation activities might be expanded if it is found that more than 50% of such charges can be recovered.

It needs to be emphasized that the projected expenditures referred to in this section cover ONLY the ongoing cost of operating the CLENE office and its four major programs. It does not provide for level of effort for additional projects. It is essential to carry out one or two other projects each year which would be undertaken and financed as special projects with their own budgets.

2. BASIC COSTS OF CLENE WOULD BE FINANCED BY MEMBERSHIP DUES

During its first year in operation, the costs of CLENE amounted to $50,000 of which $28,000, or 56%, was met by the Office of Libraries and Learning Resources of the U. S. Office of Education under a grant of funds from Title II-B of the Higher Education Act.

The remaining 44% was paid from membership dues. In the future, it would seem appropriate that an increasing proportion of CLENE's cost for operation of the four basic programs be financed by membership dues, supplemented whenever possible by grants from Federal Government agencies and private foundations. While grants from outside sources should continue to be sought, funding for the four basic programs should depend increasingly on membership dues, with special projects beyond these four basic programs being financed by outside grants.

The services of CLENE can be expected to become increasingly valuable in the coming years. This should warrant increased memberships. Special efforts should be made to meet the continuing education needs of state agencies in order to increase the number of memberships from state agencies.

Fees to cover the direct costs of publications (beyond the cost of first copies to member institutions), conferences, and consultation should be sought, toward the end of making these activities self-supporting; but it is not anticipated that this will be fully possible within the next five years. Increase of income from fees should be used to expand these types of activities.

3. GRANTS SHOULD BE SOUGHT TO FINANCE SPECIAL PROJECTS

Special projects should be selected and proposals for undertaking them prepared. The proposals should be used to seek outside funding.

Projects selected for outside funding should be those having special appeal to potential financing sources which are also within the broad interests of building a nationwide program of continuing education for persons in the library, media, and information science fields. Potential sources of financial support to which projects should be presented might include the United States Office of Education, the National Science Foundation, the National Endowment for the Humanities, the Postsecondary Fund, and private foundations having interests in the library field, such as the Council on Library Resources.

For example, as reported earlier in this report, in 1976/1977 two special projects have been funded:

(1) The institute for state agency personnel engaged in continuing education, in the amount of $25,000; and

(2) The research and demonstration project to develop a model recognition for the profession taking into account non-traditional forms of learning and including the development of a prototype home study program, in the amount of $81,800.

Both grants are funded by USOE from Title II-B Higher Education money.

Efforts to obtain grants should be led by the executive director. Officers and members of the Board of Directors, the Advisory Committee, and the Finance Committee should be called upon to help identify potential financing sources and to help in the preparation and presentation of project proposals.

PART V

DISTRIBUTION RECORD OF THIS REPORT

Total Number of Copies Duplicated: 350 copies

All of the following received one copy except as indicated. Extra copies were made beyond the original distribution list to take care of new members in categories entitled to receive quarterly and special reports and to fill orders that are being received to purchase reports. The report was distributed in August 1976.

Frank Stevens, Office of Libraries and Learning Resources, U. S. Office of Education (5)

DHEW/OE Regional Offices and Library Services Program Officers:

I--Arlene Hope
II--Program Officer
III--Program Officer
IV--Shirley A. Brother
V--Allen Sevigny
VI--S. Janice Kee
VII--Denny Stephens
VIII--Henry A. Fontaine
IX--Program Officer
X--John Zipf

Chief Officers of State Library Agencies and Consortia Members which are Supporting Members of CLENE: (5)

Arkansas:	Frances Neal	Oregon:	Eloise Ebert
Florida:	Cecil P. Beach	Pennsylvania:	Ernest Doerschuk, Jr.
Idaho:	Helen M. Miller	Vermont:	John A. McCrossan
Illinois:	Kathryn Gesterfield	Virginia:	Donald Haynes
Maryland:	Nettie Taylor	Washington:	Rod Swartz
New England Library Board:	Mary McKenzie	Western Interstate Library Coordinating Organization:	Eleanor Montague
New Hampshire:	Avis Duckworth	Wisconsin:	W. Lyle Eberhart
New York:	John Ames Humphry		
North Carolina:	Mrs. Marian Leith		
Ohio:	Joseph Shubert		

CLENE ad hoc BOARD OF DIRECTORS, 1975/1976:

Nettie B. Taylor, President
Dorothy Deininger
Maryann Duggan
Donald Foos
Howard Hitchens
K. Leon Montgomery, Treasurer
Margaret Myers, Vice President
Pauline M. Vaillancourt
Julie A. Virgo, Secretary
Duane Webster
Matthew R. Wilt
Bessie Boehm Moore (NCLIS-Liaison)
Alphonse Trezza (NCLIS-Liaison)
Elizabeth W. Stone, Ex Officio

CLENE BOARD OF DIRECTORS, 1976/1977:

Ruth Patrick, President
Maryann Duggan, Vice President/
President Elect
Virginia Lacy Jones
Helen Miller
Margaret Myers
James Nelson
Joseph Shubert
F. William Summers
Roderick Swartz
Elizabeth Lindsay, Secretary
K. Leon Montgomery, Treasurer
Julie Virgo
Duane Webster
Mary Jane Younger
Bessie Boehm Moore (NCLIS-Liaison)
Alphonse Trezza (NCLIS-Liaison)
Elizabeth W. Stone, Ex Officio

CLENE ad hoc ADVISORY COMMITTEE, 1975/1976:

Ruth Patrick, Chairperson
Barbara Conroy
Lyle Eberhart
Bernard Franckowiak
Margaret K. Goggin
Harold Goldstein
Efren Gonzalez
Alice Ihrig
Venable Lawson
Harold R. Malinowsky
Helen M. Miller
Peggy O'Donnell
Mary Power
James Riley
Brooke E. Sheldon
Joseph F. Shubert
Joshua I. Smith
Rowena Swanson
Travis Tyer, Secretary

CLENE ADVISORY COMMITTEE, 1976/1977:

Henry Alsmeyer
Frank Birmingham
Susan M. Bullock
Ching-Chih Chen
Barbara Conroy
Joanne L. Crispin
Jewel Drickamer
Marilyn Gell
Harold Goldstein
Margaret Grazier
Nancy Greer
Charlotte Kenton
Cosette Kies
Sheldon Lawrence
Paul Little
Mary McKenzie
Betty M. Nichols
Peggy O'Donnell, Chairperson
Sister Therese Remy
Joyce D. Veenstra
Barbara Weaver, Secretary

CLENE PANEL OF REVIEW AND EVALUATION, 1975/1976:

H. Joanne Harrar
Kathryn Gerterfield
Kenneth Vance, Chairman

CLENE NOMINATING COMMITTEE, 1976:

Lyle Eberhart
Harold R. Malinowsky
Elizabeth Pan
Susan K. Schmidt
Robert D. Stueart

CLENE ELECTION COMMITTEE, 1976:

Carol Alexander
Sandra Beeson
Christina Carr Young

CLENE PROGRAM TASK FORCE FOR SUMMER 1976 ASSEMBLY:

Ruth Patrick
Patricia M. Broderick
Frank Birmingham
Muriel L. Fuller
Travis Tyer

CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE

BY-LAWS

ARTICLE 1
NAME

The name of this non-profit corporation, organized and existing under the laws of the District of Columbia, shall be Continuing Library Education Network and Exchange, Inc., hereinafter referred to as "CLENE."

ARTICLE 2
PURPOSE, MISSIONS AND OBJECTIVES

Section 2.1
The purpose of CLENE is to improve the library and information services of the United States.

Section 2.2
The missions of CLENE are:

(a) to provide equal access to continuing education opportunities available in sufficient quantity and quality over a substantial period of time to insure library and information science personnel and organizations the competency to deliver quality library and information service to all, and

(b) to create an awareness and a sense of need for continuing education of library personnel on the part of employees and individuals as a means of responding to societal and technological change.

Section 2.3
To effectuate the purpose and missions, the objectives of CLENE are:

(a) To develop a process for continually assessing the continuing education needs of library and information science personnel at all levels and in all locales.

(b) To develop methods for responding to the continuing education needs of individuals and groups.

(c) To develop a coordinative mechanism for suppliers of continuing library and information science education at local, state, regional, and national levels, as a means of:
  (1) insuring maximum use of existing resources, and
  (2) eliminating unnecessary duplication of effort.

(d) To develop a delivery system for responding to the continuing education needs of individuals and groups.

(e) To collect and disseminate interdisciplinary information relating to continuing education of working adults.

(f) To encourage broad involvement in planning, building, and modifying the processes of the Continuing Library Education Network and Exchange.

ARTICLE 3
PROHIBITIONS AND DISSOLUTION

Section 3.1
As a non-profit organization, which is exempt under Section 501(c)(3) of the Internal Revenue Code, no part of the property, assets or net income of CLENE shall inure to the benefit of any director, officer, member, or other private persons except that CLENE shall be authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes, missions, and objectives set forth in Article 2 of these By-Laws. No substantial part of the activities of CLENE shall be devoted to propaganda or to attempts to influence legislation. CLENE shall not participate or intervene in any political campaign for public office, nor shall it carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provisions of any future United States Internal Revenue Code).

Section 3.2
Should dissolution become necessary, CLENE shall be dissolved pursuant to the relevant provisions of the District of Columbia Nonprofit Corporation Act.

ARTICLE 4
MEMBERSHIP

Section 4.1
There shall be the following classes of Membership in CLENE:

(a) Individual Members.
(b) Institutional Members.
(c) Association/Organization Members.
(d) Supporting Members.
(e) Consortium Members.
(f) Sustaining Members.

Eligibility and privileges of each class shall be as stated herein. Eligibility will be determined by the Board of Directors.

Section 4.2
Individual Member status shall be granted to any individual who has a serious interest in the objectives of CLENE. Each Individual Member shall have one vote. Individual Member benefits include one subscription to the CLENE newsletter and reduced rates for assembly registration and for CLENE publications.

Section 4.3
Institutional Member status shall be granted to any individual library. Each Institutional Member shall have one delegate with one vote. Institutional Member benefits include all Individual Member's benefits plus access to the Continuing Education Data Base and assistance in continuing education planning.

Section 4.4
Association/Organization Member status shall be granted to any national, regional, state or local library media, information science or related association or organization. Each Association/Organization Member shall have one delegate with one vote. Association/Organization Member benefits include all Individual Member's benefits plus access to the Continuing Education Data Base and assistance in continuing education planning.

Section 4.5
Supporting Member Status shall be granted to any state library agency. Each Supporting Member shall have one delegate with one vote. Supporting Member benefits include all Institutional and Association/Organization Member benefits plus ten copies of the CLENE newsletter (CLENExchange). Supporting Members are invited to submit listings in the periodic publication of the CLENE Directory of Continuing Education Opportunities.

Section 4.6
Consortium Member status shall be granted to any Continuing Education Consortia of State Library Agencies. Each state library agency in a Consortium Membership shall have one delegate with one vote. Consortium Members shall be entitled to the benefits of Supporting Members. Annual dues for a Consortium Member shall be 60% of the aggregate of the dues which would be payable if the state library agencies which are in the Consortium Membership were each to have Supporting Member status.

Section 4.7
Sustaining Member status shall be granted to any Consortium Member, Supporting Member, Association/Organization Member, Institutional Member or Individual Member upon request and upon payment of the

requisite dues. Sustaining Member benefits include Institutional and Association/Organization Member benefits plus one copy of CLENE Board of Directors and Advisory Committee minutes and quarterly and annual reports.

Section 4.8
References in these By-Laws to "members" shall mean, as appropriate in context, collectively, all classes of Membership, or, collectively, all Individual Members and all delegates entitled to vote.

ARTICLE 5
THE ASSEMBLY

Section 5.1
There shall be an Assembly which shall be comprised of all members of CLENE.

Section 5.2
An annual meeting of the members of CLENE shall be held at such time and place as the Board determines. Such meeting is referred to herein as the "annual meeting of the Assembly."

Section 5.3
Special meetings of the members may be called by the Board or by fifty members of CLENE on written notice to the Board. Notices of a special meeting shall specify the business to be considered at such meeting. Meetings of the members whether annual or special are referred to herein as a "meeting" or "meetings" of the Assembly.

Section 5.4
Notices of meetings of the Assembly shall be in writing or printed in the CLENE newsletter and shall be mailed to each voting member at least thirty days before the time set for the meeting.

Section 5.5
A quorum for the transaction of business at a meeting of the Assembly shall be the number of members having at least one-tenth of the votes entitled to be cast represented in person. The affirmative vote of a majority of the votes entitled to be cast by the members present at a meeting at which a quorum is present shall be necessary for the adoption of any matter voted upon by the members.

Section 5.6
Whenever, in the judgment of the Board, a question arises that should be put to a vote of the Assembly and cannot await the annual meeting, the Board may submit the question for vote by mail unless otherwise required in these By-Laws. The closing date for the return of mail votes shall be established by the Board. The question presented shall be resolved by a majority vote of the returned mail ballots sent to all members.

Section 5.7
The Assembly shall provide a forum for the exchange of ideas in library and information science continuing education, provide a means of making recommendations at the national level based on wide involvement of all those concerned throughout the profession, identify current problems and issues of concern in continuing education, and serve as an ongoing communications network. The Assembly shall elect the Board and the Advisory Committee in accordance with the provisions of these By-Laws.

ARTICLE 6
ADVISORY COMMITTEE

Section 6.1

(a) There shall be an Advisory Committee which shall have twenty-one members divided into three classes of seven members each.

(b) Each class shall hold office for a three year term which shall expire at the annual meeting of the Assembly held in the third year following the election of the class. The terms of the classes of the Advisory Committee shall be staggered. At each annual meeting of the Assembly members of the Advisory Committee to replace those whose terms expire at such annual meeting shall be elected to hold office until the third succeeding annual meeting of the Assembly.

Section 6.2

The Advisory Committee shall,

(a) generally advise the Board of Directors on,
  (1) priorities for CLENE,
  (2) policy alternatives;

(b) identify problem areas based on grassroots input;

(c) review and promote the coordination of various continuing education efforts;

(d) provide communication on continuing education matters.

Section 6.3

The Advisory Committee shall hold an annual meeting on such date and at such place as shall be fixed by the Board of Directors for the annual meeting of the Assembly.

Section 6.4

The Advisory Committee shall annually elect a Chairperson and a Secretary and may elect such other officers and otherwise organize its activities in such manner as the Advisory Committee may consider desirable from time to time.

Section 6.5

The Advisory Committee may hold a special meeting upon the call of the Chairperson or upon the request of any seven members of the Advisory Committee.

Section 6.6

The President and the Executive Director of CLENE shall each be an ex-officio non-voting member of the Advisory Committee.

Section 6.7

If any vacancy should occur in the Advisory Committee for any reason, a replacement may be elected by majority vote of the then members of the Class of the Advisory Committee in which the vacancy occurred to serve out the term of the replaced member.

ARTICLE 7
BOARD OF DIRECTORS

Section 7.1

There shall be a Board of Directors, herein referred to as the "Board", which shall have fifteen voting members divided into classes as set forth below. The Executive Director of CLENE shall be a non-voting ex-officio member of the Board. The voting members of the Board shall be elected at the annual meeting of the Assembly and each Director shall serve until his successor has been elected and has qualified.

Section 7.2
The Board shall adopt the policies, priorities, programs and budget of CLENE; shall appoint such committees as it determines necessary; shall provide for communication with members and with continuing education programs; and shall manage CLENE's property and affairs.

Section 7.3
Four members of the Board shall be elected from among the delegates of the Supporting Members and the delegates of state library agencies in a Consortium Member and shall be referred to as "State Agency Directors," provided however, no more than one State Agency Director shall be elected from among delegates of state library agencies in a Consortium Member, and provided further it is not required that any person be nominated or elected as a State Agency Director from among delegates of a state library agency in a Consortium Member. Three members of the Board shall be elected from among the delegates of the Association/Organization Members and shall be referred to as the "Association/Organization Directors." Two members shall be elected from among the delegates of the Institutional Members and shall be referred to as "Institutional Directors." One member of the Board shall be elected from among the Individual Members and shall be referred to as the "Individual Director." The balance of the Board shall be the President Elect, the President, the Past President, the Secretary and the Treasurer.

Section 7.4
(a) Class A members of the Board shall consist of two State Agency Directors and one Association/Organization Director.
(b) Class B members of the Board shall consist of one State Agency Director, one Association/Organization Director and one Institutional Director.
(c) Class C members of the Board shall consist of one State Agency Director, one Association/Organization Director, one Institutional Director and the Individual Director.
(d) Class D members of the Board shall consist of the President Elect, the President and the Past President.

Section 7.5
Each of Classes A, B and C shall hold office for a three year term which shall expire at the annual meeting of the Assembly held in the third year following the election of the Class. The terms of Classes A, B, and C shall be staggered. At each annual meeting of the Assembly, members of the Class to replace those whose terms expire at such annual meeting shall be elected to hold office until the third succeeding annual meeting of the Assembly.

Section 7.6
The term of Class D members of the Board shall be three years. A President Elect shall be elected at each annual meeting of the Assembly for a term of one year as President Elect. Upon his or her successor being elected and qualified and assuming his or her duties, the President Elect shall become the President. The President shall have a term of one year as President. Upon his or her successor being qualified and assuming his or her duties, the President shall have a term of one year as Past President. Upon his or her successor being qualified and assuming his or her duties, the Past President shall no longer be a member of the Board.

Section 7.7
The Secretary shall have a term of one year as a member of the Board and as Secretary.

Section 7.8
The Treasurer shall have a term of two years as a member of the Board and as Treasurer.

Section 7.9
The Board shall hold an annual meeting following the annual meeting of the Assembly and may meet at such other times as may be determined by the Board. The Board may hold a special meeting upon the call of the President or upon the request of any four members of the Board.

Section 7.10
A quorum for the transaction of business at a meeting of the Board shall be a majority of the entire Board and the vote of a majority of the Directors present at the time of the vote shall be the act of the Board.

Section 7.11
Any action to be taken by the Board may be taken without a meeting if all the then members of the Board consent in writing to the adoption of a resolution authorizing the action.

Section 7.12
In the event that a vacancy in the membership of the Board occurs, a replacement shall be elected by a majority vote of the then members of the Board to serve out the term of the replaced member.

ARTICLE 8
OFFICERS

Section 8.1
The officers of CLENE shall be the President, the President Elect, the Secretary and the Treasurer.

Section 8.2
The President shall be Chief Officer of CLENE and, subject to the Board, have general supervision and control of the affairs of CLENE. The President shall serve as Chairperson of the Board and shall preside at all meetings of the Assembly and the Board. At the Annual Meeting of the Assembly, the President shall report to the Assembly on the general state of CLENE and shall present for information or consideration any matters of policy or program that he or she, or the Board, wants to bring to the attention of the members.

Section 8.3
The President Elect shall perform such duties as the President may assign. In the event of the absence, disability or withdrawal of the President, the President Elect shall perform the duties and exercise the powers of the President.

Section 8.4
The Secretary shall perform the usual duties of the office and those assigned by the Board.

Section 8.5
The Treasurer shall perform the usual duties of the office and those assigned by the Board and at the annual meeting of the Assembly shall report to the Assembly on the financial status of CLENE.

ARTICLE 9
EXECUTIVE DIRECTOR AND CLENE STAFF

Section 9.1
There shall be an Executive Director who shall be appointed by the Board. The Executive Director shall, subject to any policy established by the Board, employ and direct the CLENE staff. The Executive Director shall serve as the executive officer of CLENE subject to any policy established by the Board.

ARTICLE 10
PANEL OF REVIEW AND EVALUATION

Section 10.1
There may be a Panel of Review and Evaluation which shall be appointed by the Board. The Panel of Review and Evaluation shall review the work of CLENE, the Executive Director and the CLENE staff relative to the effectiveness of the activities of those bodies in carrying out the purposes and policies of CLENE. The Panel of Review and Evaluation shall report to the Board and may report to the Assembly, if the Assembly should so require, at the annual meeting.

ARTICLE 11
NOMINATIONS AND ELECTIONS

Section 11.1
A Nominating Committee for each election of Members of the Board and of the Advisory Committee shall be appointed by the President with the approval of the Board. The Nominating Committee shall be composed of five members no one of whom shall be a Director.

Section 11.2
Nominations for membership on the Board and of the Advisory Committee shall be presented as follows: The Nominating Committee shall present each year one or more candidates for each Member of the Board to be elected, and, one or more candidates for each member of the Advisory Committee to be elected. The names of nominees shall be printed in the CLENE newsletter prior to the Annual Meeting. Further nominations accompanied by written acceptance of the nominee may be entered by petition of 25 members and shall be filed with the Executive Director prior to the Annual Meeting.

Section 11.3
Election shall be a majority vote of members present and voting at the Annual Meeting of the Assembly.

ARTICLE 12
PUBLICATIONS

Section 12.1
CLENE shall publish an official Newsletter and such other publications as the Board may authorize. Control of all CLENE publications shall be vested in the Board.

Section 12.2
CLENE shall not be responsible for statements or opinions advanced in its publications or in papers or discussions at meetings or for statements by any of its members, Officers, or Staff, except those authorized by the Board or those reflecting duly established policies of CLENE.

ARTICLE 13
DUES AND FEES

Section 13.1
Dues for each class of Membership in CLENE shall be determined by the Board. Dues shall be paid annually and in advance.

Section 13.2
Membership shall cease when dues are three months in arrears. Reinstatement is possible only within the following nine months and upon payment of dues for the entire twelve month period. If reinstatement is not accomplished within the said nine month period, reapplication for membership is required.

ARTICLE 14
THE CLENE OFFICE

Section 14.1
The location of the CLENE office shall be determined by the Board.

Section 14.2
The administration and management of the CLENE office shall be the responsibility of the Executive Director.

ARTICLE 15
CLENE AFFILIATION AND REPRESENTATION

Section 15.1
CLENE may have as an affiliate or become an affiliate of an organization whose objectives are consistent with those of CLENE and whose activities are not in conflict with Section 3.1 of these By-Laws relating to prohibitions applicable to a non-profit organization which is exempt under Section 501(c)(3) of the Internal Revenue Code). If continued affiliation becomes undesirable, it may be cancelled. Affiliation or disaffiliation shall be authorized by the Board.

Section 15.2
Establishment of CLENE representatives to other organizations and to joint Boards and joint Committees shall be authorized by the Board and appointed by the President. The representatives shall be responsible to the Board which will delegate such powers and functions to them as the Board finds desirable. Each representative shall submit to the Board a written annual report of his or her activities and of the entity to which he or she is a CLENE representative which shall include recommendations considered necessary or advisable. Additional reports may be submitted at the option of a representative or as requested by the Board or President.

Section 15.3
The President may appoint representatives of CLENE to meetings of other organizations or to special events in response to invitations.

ARTICLE 16
AMENDMENTS TO BY-LAWS

Section 16.1
Amendments may be proposed by the Board or by the petition of twenty-five members. Proposals originating in the Board shall be approved by a two-thirds vote of the entire Board before submission to the members. Proposals originating by petition shall be submitted in writing to the Board and shall be presented to the members with the recommendations of the Board.

Section 16.2
Notices containing the text of any proposal shall be sent to each member at least thirty days before the meeting at which it is to be discussed. A proposal shall become effective upon approval of a majority of the members present and voting at such a meeting.

Section 16.3
Notwithstanding the foregoing these By-Laws may be amended by a two-thirds vote of the returned mail ballots sent to all members pursuant to the instructions of the Board.

ARTICLE 17
FISCAL AND MEMBERSHIP YEAR

Section 17.1
The fiscal and membership year of CLENE shall be the calendar year.

APPENDIX B

STRUCTURAL COMPONENTS OF CLENE

STRUCTURAL COMPONENTS OF CLENE

COMPONENT	FUNCTION	PROCEDURES
ASSEMBLY (Article 5)	-- Forum for exchange of ideas in library and information science continuing education -- Provide a means of making recommendations at national level based on wide involvement -- Identify current problems and issues of concern in continuing education -- Serve as an ongoing communications network -- Elects the Board and the Advisory Committee (Sect. 5.7)	-- Annual meeting at time and place set by Board (5.2) -- Special meetings by Board or by 50 members on written notice to Board (Sect. 5.3) -- Notice of meetings in CLENExchange at least 30 days before meeting (Sect. 5.4) -- Quorum 10% of those entitled to vote (Sect. 5.5) -- Majority of votes of those present in affirmative to act (Sect. 5.5) -- Vote by mail possible (Sect. 5.6) -- Officers: President; President-Elect; Secretary; Treasurer (Sect. 8.1)
ADVISORY COMMITTEE (Article 6)	-- Generally advise the Board of Directors on: (1) priorities for CLENE (2) policy alternatives -- Identify problem areas based on grassroots input -- Review and promote the coordination of various continuing education efforts -- Provide communication on continuing education matters (Sect. 6.2)	-- Hold annual meeting at time and place fixed by Board (Sect. 6.3) -- Elect chairperson and secretary (Sect. 6.4) -- May elect others as may be desirable (Sect. 6.4) -- Hold special meeting on call of chairperson or request of any 7 members of Advisory Committee (6.5) -- President and Executive Director ex-officio non-voting members (Sect. 6.6) -- Replacements may be elected by Committee to fill term (Sect. 6.7)
BOARD OF DIRECTORS (Article 7)	-- Adopt the policies, priorities, programs and budget of CLENE -- Appoint such committees as it determines necessary -- Provide for communication with members and with continuing education programs -- Manage CLENE's property and affairs -- Report to Assembly on the state of CLENE -- Appoint Executive Director (Sect. 7.2)	-- Hold annual meeting immediately following Assembly (Sect. 7.9) -- Special meeting on call of President or any 4 members (Sect. 7.9) -- Quorum majority of all members (Sect. 7.10) -- Vote of majority present to act (Sect. 7.10) -- Board elects to fill vacancy (Sect. 7.12) -- President is Chairman of Board (Sect. 8.2)
CLENE STAFF	-- Executive Director, appointed by Board -- Administer and manage the CLENE office; employ and direct staff (Sect. 9.1)	Betty Stone - Project Director Hermes Kreilkamp - Research Assistant Mary Baxter - Principal Investigator Mary Anding - Secretary
PANEL OF REVIEW AND EVALUATION	-- Review the work of CLENE, Executive Director and staff relative to their activities in carrying out the purposes and policies of CLENE -- Appointed by Board -- Shall report to Board, may report to Assembly if Assembly requires (Sect. 10.1)	

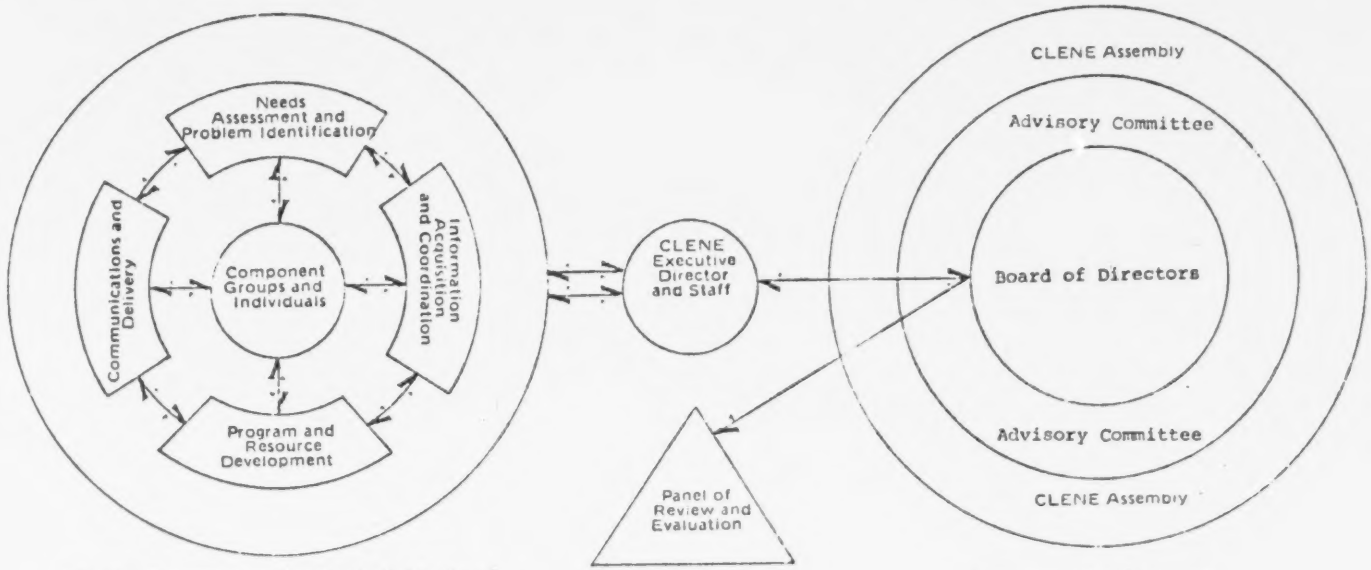
MEMBERSHIP (Sect. 4.1)	BENEFITS
A) Individual members/$10 per year	-- Each vote; 1 subscription to CLENExchange; reduced rates for registration and publications (Sect. 4.2)
B) Institutional members/$200 per year	-- One delegate=1 vote for each member/institution; access to continuing education data base and assistance in continuing education planning plus Individual Member benefits (Sect. 4.3)
C) Association/Organization members/ $200 per year	-- One delegate=1 vote; all benefits Individual Membership plus access to Continuing Education Data Base and assistance in continuing education planning. (Sect. 4.4)
D) Supporting (i.e., state agencies) on structure of population and LSCA Title I apportionment)	-- Supporting (state agencies)-- one delegate= 1 vote; all benefits of Institutional and Association/Organization members plus 10 copies of CLENExchange. Invited to submit listings in the periodic publication of CLENE Directory of Continuing Education Opportunities. (Sect. 4.5)
E) Consortium Member--Continuing Education Consortia of State Library Agencies; 60% of aggregate of dues if each were to have Supporting Member status.	-- Consortium member -- One delegate= 1 vote; Institutional and Association/Organization member benefits plus 10 copies of CLENExchange. Consortium members are invited to submit listings in the periodic publication of the CLENE Directory of Continuing Education Opportunities. (Sect. 4.6)
F) Sustaining Member/$1500 per year	-- Sustaining Member -- Granted to any Supporting Member, Association/Organization Member benefits plus one copy of the CLENE Board of Directors and Advisory Committee minutes and quarterly and annual reports. (Sect. 4.7)
Note: "Members" means all individual members and all delegates entitled to vote. (Sect. 4.8)	

Composition of 21 Member Advisory Committee	Composition of 15 Member Board of Directors
21 members divided into three classes of seven members each. (Sect. 6.1)	Class A--2 State Agency Directors; 1 Association/Organization Director (Sect. 7.4a)
	Class B--1 State Agency Director; 1 Association/Organization Director; 1 Institutional Director (Sect. 7.4b)
Each class holds office for a three year term which shall expire at annual meeting of Assembly. Terms staggered. (Sect. 6.1)	Class C--1 State Agency Director; 1 Association/Organization Director; 1 Institutional Director; 1 Individual Director (Sect. 7.4c)
	Class D--President; President-Elect; Past President (Sect. 7.4d)
	Classes A,B,C, 3 year staggered terms (Sect. 7.5); Secretary 1 year (Sect. 7.7); Treasurer 2 years (Sect. 7.8); Executive Director ex-officio non-voting (7.1)

CLENE

OVERVIEW OF CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE: CLENE

ULTIMATE GOAL: QUALITY LIBRARY AND INFORMATION SERVICE



CLENE, Processes serving the individual and local, state, regional, and national levels of the library and information science community.

Representative Structure of CLENE

What Needs To Be Done (Processes)	*Who Needs To Be Involved*
Needs Assessment and Problem Definition Information Acquisition and Coordination Program and Resource Development Communications and Delivery	Individuals Associations State Agencies Library Schools Libraries Information Centers Interest Groups

How CLENE Initiates, Supports, and Facilitates Its Getting Done	
Functions	*Part of CLENE Responsible*
Planning and Policy	Assembly Steering Committee Administrative Board
Implementation	Director and Staff
Evaluation	Panel of Review

APPENDIX D

CLENE AD HOC BOARD OF DIRECTORS 1975-1976

PRESIDENT: Nettie B. Taylor, Assistant State Superintendant for Libraries, Maryland

SECRETARY: Julie Virgo, Director of Education, Medical Library Association

TREASURER: K. Leon Montgomery, Associate Professor, Graduate School of Library and Information Science, University of Pittsburgh

BOARD MEMBERS

Dorothy Deininger, Director of Professional Development Studies and Associate Professor, Graduate School of Library Service, Rutgers University

Maryann Duggan, Director, Western Interstate Commission for Higher Education (WICHE)

Donald D. Foos, Dean, Graduate School of Library Science, Louisiana State Universtiy

Howard Hitchens, Executive Director, Association for Educational Communications and Technology

Margaret Myers, Director, Office for Library Personnel, American Library Association

Pauline M. Vaillancourt, Professor of Library and Information Science, SUNY, Albany

Duane Webster, Director, Office of University Library Management Studies, Association of Research Libraries

Matthew R. Wilt, Executive Director, Catholic Library Association

NCLIS LIAISON

Alphonse F. Trezza, Executive Director, National Commission on Libraries and Information Science

Bessie Boehm Moore, Vice-Chairman, National Commission on Libraries and Information Science

EX-OFFICIO

Elizabeth W. Stone, Executive Director, Continuing Library Education Network and Exchange

APPENDIX E

CLENE AD HOC ADVISORY COMMITTEE 1975-1976

CHAIRPERSON: Dr. Ruth Patrick, Coordinator of Continuing Education, School of Information Studies, Syracuse University

Barbara Conroy, Independent Library Consultant

Lyle Eberhart, Director, Division of Library Services, Wisconsin Department of Public Instruction

Bernard Franckowiak, State School Libraries Supervisor, Wisconsin Department of Public Instruction

Margaret K. Goggin, Dean, Graduate School of Librarianship, University of Denver

Harold Goldstein, Dean, School of Library Science, Florida State University

Efren Gonzalez, Bristol-Myers Products, Science Information Services

Alice Ihrig, Oak Lawn, IL

Venable Lawson, Director, Division of Librarianship, Emory University

Harold R. Malinowsky, University of Kansas

Helen M. Miller, State Librarian, Idaho

Peggy O'Donnell, Coordinator of Continuing Education, CELS, Southwestern Library Association

Mary Power, Executive Director, Health and Rehabilitative Library Services, American Library Association

James Riley, Executive Director, Federal Library Committee

Brooke E. Sheldon, University of Pittsburgh

Joseph F. Shubert, State Librarian of Ohio

Joshua I. Smith, Executive Director, American Society for Information Science

Rowena Swanson, Graduate School of Librarianship, University of Denver

Travis Tyer, Senior Consultant, Professional Development, Illinois State Library

Allie Beth Martin,President, American Library Association

APPENDIX F

CLENE BOARD OF DIRECTORS 1976-1977

PRESIDENT:	Ruth Patrick, Coordinator of Continuing Education, School of Information Studies, Syracuse University
VICE PRESIDENT/ PRESIDENT ELECT:	Maryann Duggan, Veterans Administration Library, Boise, Idaho
SECRETARY:	G. Elizabeth Lindsey, Specialist in Continuing Education, State Library, Michigan
TREASURER: (two years)	K. Leon Montgomery, Associate Professor, Graduate School of Library and Information Science, University of Pittsburgh
PAST PRESIDENT:	Nettie B. Taylor, Assistant State Superintendant for Libraries, Maryland

Term Expires 1977

Margaret Myers, Director, Office for Library Personnel Resources, ALA

Joseph Shubert, Ohio State Librarian

Roderick Swartz, Washington State Librarian

Term Expires 1978

F. William Summers, Assistant Dean, College of Librarianship, University of South Carolina

Duane Webster, Director, Office of University Library Management Studies, Association of Research Libraries

Mary Jane Younger, Wisconsin State Library Division

Term Expires 1979

Virginia Lacy Jones, Dean, School of Library Service, Atlanta University

Helen M. Miller, Idaho State Librarian

James Nelson, Director, Continuing Education, College of Library Science, University of Kentucky

Julie Virgo, Director of Education, Medical Library Association

EX-OFFICIO

Elizabeth W. Stone, Executive Director

APPENDIX G

CLENE ADVISORY COMMITTEE 1976-1977

Term expires 1977

Dr. Henry Alsmeyer, Associate Director of Libraries, Texas A & M University

Susan Bullock, Cheshire Public Library, Cheshire, Connecticut

Ching-Chih Chen, Acting Assistant Dean, School of Library Science, Simmons College

Joanne Crispin, Director of Library, Lutheran General Hospital, Park Ridge, IL

Jewel Drickamer, Director, Rhode Island Department of State Library Services

Paul Little, Chief of Extension Services, Oklahoma County Library System

Sister Therese Remy, SND, Media Director, Emmanuel College, Boston

Term Expires 1978

Frank Birmingham, Program Leader, Instructional Media and Technology, Mankato State University

Margaret Grazier, Professor, Division of Library Science, Wayne State University

Nancy Greer, Head, Catalog Maintenance Department, Denver Public Library

Charlotte Kenton, Head, MEDLAR Search Section, National Library of Medicine

Sheldon Lawrence, Field Consultant, Extension Service, Arizona State Library

Mary McKenzie, Executive Director, New England Library Board

Betty Nichols, Supervisor of Continuing Education, Kansas City Public Library

Term Expires 1979

Barbara Conroy, Independent Library Consultant

Marilyn Gell, Chief of Library Programs, Metropolitan Washington Council of Governments

Harold Goldstein, Dean, School of Library Science, Florida State University

Cosette Kies, Assistant Professor, School of Library Science, George Peabody College

Peggy O'Donnell, Coordinator of Continuing Education, CELS, Southwestern Library Association

Joyce Veenstra, Assistant Personnel Librarian, Columbia University

Barbara Weaver, Regional Administrator, Central Massachusetts Library System

NCLIS LIAISON

Alphonse F. Trezza, Executive Director, National Commission on Libraries and Information Science

Bessie Boehm Moore, Chairman, National Commission on Libraries and Information Science.

CLENE OFFICE STAFF

Executive Director:	Elizabeth W. Stone
Assistant Director:	Mary Baxter
Secretary:	Elise Mehmel

APPENDIX H

STATE MEMBERS

ARKANSAS:

Frances Neal, Executive Secretary
Arkansas Library Commission
506½ Center Street
Little Rock, AR 72201

FLORIDA:

Cecil Beach, Director
Florida State Library
Supreme Court Bldg.
Tallahassee,FL 32304

IDAHO:

Helen Miller, State Librarian
Idaho State Library
325 W. State Street
Boise, ID 83702

ILLINOIS:

Katheryn Gesterfield, Director
Illinois State Library
209 Centennial Bldg.
Springfield, IL 62756

MARYLAND:

Nettie Taylor, Assistant State
Superintendent for Libraries
Maryland State Department of
Eduation
P.O. Box 8717
Baltimore, MD 21240

NEW HAMPSHIRE:

Avis Duckworth, State Librarian
New Hampshire State Library
20 Park Street
Concord, NH 03301

NEW YORK:

John A. Humphry, Assistant Commissioner
New York State Education Department
State Education Bldg.
Albany, NY 12224

NORTH CAROLINA:

Marian Leith, Director & State Librarian
Division of State Library
109 E. Jones Street
Raleigh, NC 58501

OHIO:	Joseph F. Shubert, State Librarian The State Library of Ohio 65 South Front Street Columbus, OH 43215
OREGON:	Eloise Ebert, State Librarian Oregon State Library State Library Bldg. Salem, OR 97310
PENNSYLVANIA:	Ernest E. Doerschuk, Jr., State Librarian State Library of Pennsylvania Box 1601 Harrisburg, PA 17126
VERMONT:	John A. McCrossan, State Librarian Vermont Department of Libraries 111 State Street Montpelier, VT 05602
VIRGINIA:	Donald R. Haynes, State Librarian Virginia State Library Richmond, VA 23219
WASHINGTON:	Rod Swartz, State Librarian Washington State Library Olympia, WA 98502
WISCONSIN:	Lyle Eberhert, Director, Div. of Library Services Wisconsin Department of Public Instruction Madison, WI 53702

CONSORTIA MEMBERS

NEW ENGLAND LIBRARY BOARD

Mary McKenzie, Executive Director
231 Capitol Avenue
Hartford, CT 06115

WESTERN INTERSTATE LIBRARY COORDINATING ORGANIZATION

Eleanor Montague, Director
P.O. Drawer P
Boulder, CO 80302

APPENDIX I

ASSOCIATION MEMBERS

American Library Association 50 E. Huron Street Chicago, IL 60611	Representative: Margaret Myers, Director, Office for Library Personnel Resources
American Society for Information Science 1155 16th Street N.W. Washington, DC 20036	Representative: K. Leon Montgomery, University of Pittsburgh
Association for Educational Communications and Technology 1201 16th Street N.W. Washington, DC 20036	Representative: Howard Hitchens, Executive Director
Association of American Library Schools 471 Park Lane State College, PA 16801	Representative: Lucille Whalen, SUNY, Albany
Association of Cooperative Library Organizations 1457 Western Avenue Albany, NY 12203	Representative: Ruth Aronson
Association of Research Libraries 1527 New Hampshire Avenue N.W. Washington, DC 20036	Representative: Duane Webster, Director,Office of University Library Management Studies
Catholic Library Association 461 W. Lancaster Avenue Haverford, PA 19041	Representative: Matthew R. Wilt, Executive Director
Federal Librarians Association 27 Newton Street Weston, MA 02193	Representative: Carol Johnson
Illinois Library Association 425 N. Michigan Avenue Suite 1303 Chicago, IL 60611	Representative: Not named

APPENDIX J

INSTITUTIONAL MEMBERS

LIBRARY SCHOOLS

Atlanta University
School of Library Service
223 Chestnut Street S.W.
Atlanta, GA 30314

Representative: Edward Fontenette

Catholic University of America
Graduate Department of Library Science
620 Michigan Avenue N.E.
Washington, DC 20064

Representative: Elizabeth W. Stone

Rutgers University
Graduate School of Library Service
4 Huntington Street
New Brunswick, NJ 08903

Representative: Dorothy Deininger

University of Alabama
Graduate School of Library Service
P.O. Box 6242
University, AL 35486

Representative: Charlotte Mugnier

University of Michigan
School of Library Science
Ann Arbor, MI 48104

Representative: Rose Vainstein

University of North Carolina
School of Library Science
Chapel Hill, NC 27514

Representative: Fred Roper

University of Pittsburgh
Graduate School of Library and Information Sciences
Pittsburgh, PA 15260

Representative: K. Leon Montgomery

University of Rhode Island
Graduate Library School
74 Lower College Road
Kingston, RI 02881

Representative: Evelyn Daniel

University of South Carolina
College of Librarianship
Columbia, SC 29208

Representative: F. William Summers

University of Toronto Faculty
of Library Science
140 St. George Street
Toronto, Ontario M5S 1A1

Representative: Ellen Altman

University of Wisconsin-Madison
Library School
Helen White Hall
Madison, WI 53706

Representative: Muriel Fuller

LIBRARIES

Bay Area Reference Center
San Francisco Public Library
Civic Center
San Francisco, CA 94102

Representative: Anne Roughton

Indiana University Libraries
10th and Jordan
Bloomington, IN 47401

Representative: Carolyn Snyder

Library of Congress
First Street
Washington, DC 20540

Representative: Henriette Avram

National Agricultural Library
Beltsville, MD 20705

Representative: Kevin Keaney

National Library of Canada
Order Section
395 Wellington Street
Ottawa, Canada K1A 0N4

Representative: Chief, Library
Documentation Centre

National Library of Medicine
8600 Rockville Pike
Bethesda, MD 20014

Representative: Charlotte Kenton

Veterans Administration
C.O. Library (142D1)
810 Vermont Avenue N.W.
Washington, DC 20420

Representative: Not named

CLENEXCHANGE

Newsletter of the CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE

VOL. I, NO. 4 JUNE 1976

CLENE RECEIVES TWO GRANTS FOR 1976/1977

Word has just been received that CLENE has been awarded two grants from the U. S. Office of Education. One emanates from the Library Education and Postsecondary Resources Branch, Division of Library Programs, and calls for an institute for state library personnel, including the development of an evaluation instrument of continuing education programs for wide distribution.

The other grant from Library Research and Demonstration funds of HEA will develop a model for a continuing education recognition system, including provision for nontraditional studies. The Principal Investigator of the project is Dorothy Deininger, who has been deeply involved in continuing education activities for all levels of library and information staffs throughout her career. Most recently she has been serving as Associate Professor and Director of Professional Development Services at the Graduate School of Library Service, Rutgers University.

Dorothy Deininger will be conducting interviews and collecting ideas from a wide array of individuals about the type of recognition system that would best serve the profession. She will have a table at the Continuing Education Fair at the CLENE Assembly and invites participants to discuss their thoughts on continuing education recognition and reward systems with her.

The Advisory Committee for the Institute for assisting library personnel to strengthen s tatewide systems of continuing education has been appointed by CLENE Board President, Nettie Taylor. They are: Katherine Gesterfield, State Librarian of Illinois; Helen Miller, State Librarian of Idaho; Joseph Shubert, State Librarian of Ohio. Funding for the project starts on June 15, 1976.

Continued on page 4

SPECIAL ANNOUNCEMENT

See the full schedule for the July 16-17, 1976, CLENE ASSEMBLY on pages 7-10. Send in your registration forms early in order to reserve a place in the workshop of your choice.

CONTINUING EDUCATION GUIDELINES: LEGACY FROM ALLIE BETH MARTIN

> Continuing education must become an integral part of all library activity in ALL libraries, a way of life of all who work in libraries. It should not be viewed as an added component, apart from normal endeavor, an end in itself, something extra indulged in if there is time and money.
>
> This will require philosophic acceptance, understanding and commitment to action on the part of individuals who work in libraries, of administration and governance of libraries, of those who educate librarians, and of their professional organizations.

This statement, written by Allie Beth Martin while she served as a member of the Advisory Committee for the NCLIS Continuing Library and Information Science Education Study, emphasizes the importance that she attached to continuing education.

With the death on April 11, 1976, of Allie Beth Martin, President of the American Library Association and Director of the Tulsa City/County Public Library System, the cause of library continuing education lost a strong and valued supporter. Mrs. Martin's interest in continuing library education was a constant thread through her library career. In her capacity as Director of the Tulsa library system, she was a strong advocate of the library's role as an informal, easily accessible learning center for the out-of-school adult.

At the time she assumed the Presidency of A.L.A., Mrs. Martin stated in an interview, published in the October, 1975, Forecast:

> As we become more and more concerned and aware of what the needs of society are, one of those needs is and will be, to assist, aid, encourage the continuing education of people everywhere--not necessarily in any academic program at all. Unless the library assumes this role, who will help that individual who wants to learn a new job, or take up a new hobby, or expand his horizons in some fashion? It's always been a kind of a statement that people have made, that the library was the people's university. I don't think we have done much about it other than to say, well, come and use our books. That's as far as we went. But now, I think, if we realize and we see our roles of really meeting the needs of people at all levels, this is just one of the needs that must be met.

In her book entitled "A Strategy for Public Library Change," Mrs. Martin called continuing education one of the highest priorities in the profession for action: "There is an urgent need for concentration on training and retraining of the practitioners--those presently performing and those who will follow--to enable them to know how to establish goals for individual libraries, how to develop libraries which will continually change the society and perform efficiently in the community."

ALLIE BETH MARTIN (Continued)

Continuing Education Roles Identified

In the survey that Mrs. Martin carried out with Maryann Duggan on "Continuing Education for Library Staffs in the Southwest," the major recommendation was that "The Southwestern Library Association assume the responsibility for developing a meaningful and viable continuing education program for the library community in the southwest cooperatively with state, regional, and national groups, library schools, employing institutions and individuals." Cooperation among all those concerned about continuing education was a key factor in her thinking regarding continuing education and she demonstrated this concept in all of her activities. She also believed that individuals and groups had specific roles to fulfill. She identified these in the following manner:

> Each person has a dual role: (1) to continually educate himself; and (2) to assist, encourage, and advance the continuing education of those whose work he directs or influences.
>
> Employing libraries must incorporate continuing education into management practice in every phase of activity as inherent as planning, implementation, and evaluation. Within every decision to initiate or continue any activity must be built in an educational component: how to begin to do the job--how to do it better or differently--how to evaluate or re-evaluate what is needed. Further, the employing library should demonstrate its commitment through a reward system.
>
> Library Associations must assume active leadership roles to insure, encourage, set examples and provide reward systems for individuals and employing libraries. Programs and conferences should be constructed to provide continuing education experience. It is important that Association activities themselves incorporate continuing education as part of normal operation for paid staffs and for volunteer participants in boards, councils, and committees. Staff must be assigned to continuing education responsibility, not to initiate and implement added separate activity, but to serve as coordinators and insure that continuing education is organic in the association effort.
>
> Library Education has the major responsibility in continuing education through example, influence, research, and development. It can improve libraries and their staffs by insuring that individuals working in libraries and in formal education have continuing opportunities to be engaged in a learning process.

Major Figure in Development of CLENE

CLENE owes an immense debt of gratitude to Mrs. Martin, one for which it will always be the richer. A member of the original advisory committee for the NCLIS study on Continuing Library and Information Science Education, she offered valuable suggestions to the research team throughout the project; she read and reacted to all drafts of materials sent to her; she helped to identify practitioners to participate in all phases of the study and in the implementation sessions which followed.

Mrs. Martin was an active member of CLENE's Advisory Board. She reviewed proposals developed and, as late as March, 1976, she wrote to CLENE Board President, Nettie Taylor, in support of a proposal relating to the development of libraries as Centers for Continuing Education Studies. [CLENExchange, 1 (March, 1976), 15] In December, 1975, when in Washington to testify before members of Congress on behalf of libraries, she brought with her a portfolio of ideas to present to the CLENE staff.

Never too busy to discuss continuing education, or CLENE in particular, she spent over an hour discussing future plans for CLENE in her suite during the 1975 A.L.A. convention in San Francisco. A few weeks later she visited the CLENE office enroute to IFLA and helped produce a slide-tape presentation on CLENE in which she stated: "More people want an opportunity to participate in continuing education than there are opportunities for them to participate; if they are given half a chance by encouragement, through the associations and their administrators, we are going to find far more people who want and need services than can be served."

Goal: Broadest Possible Inclusion

In her landmark study, A Strategy for Public Library Change, Mrs. Martin eloquently presented the view that opportunities have never been more promising for libraries--that they are on the threshold of renascence. She believed that continuing education was a major force for implementation of a renascence. Continuing education for whom? She stated it this way: "Broadest possible inclusion should be the goal. . . . Continuing education should be available to all at whatever level of employment. Formal recognition in the form of certificates or other awards would be desirable." [Library Journal, 96 (June 96 (June 15, 1971), 2060]

To insure permanent success for continuing education, Mrs. Martin considered vigorous, ahead-of-the-times faculty essential. She advocated the use of part-time faculty who are actively practicing in libraries. [Library Journal, 96 (June 15, 1971), 2060] Thus she taught regularly in the School of Library Science, University of Oklahoma, and as time permitted, in other programs. For example, in the summer of 1973, she led an Institute on the Library and the Political Process at Catholic University, demonstrating her belief that librarians must know how to operate in the political framework at all levels of government.

Her innovative ideas relative to continuing education and non-traditional study provide guidelines for CLENE and for the whole profession. Nationally recognized leaders in other disciplines have praised her efforts aimed at expanding the continuing education role of libraries and librarians. Among these are Cyril O. Houle of the University of Chicago and Samuel B. Gould, author of Diversity by Design.

We are in complete agreement with the closing paragraph of the tribute to Mrs. Martin, written by Sue Fontaine, a former staff member of the Tulsa City-County Public Library, as published in the May 15, Library Journal:

"Yes, we have learned much from her--about libraries and a about the courage of the human spirit. Allie Beth Martin laid down her gavel as President of the American Library Association on April 11, 1976. But the progress that she felt good about we can feel good about--and go forward."

--Elizabeth W. Stone

MEMBERSHIP REPORT

Since the initiation of the Membership Drive for CLENE in October, 1975 (7 months), 443 memberships have been issued for CLENE. As of May 15, 1976, there are 400 individual members. These will be listed in the CLENE Membership Directory, which will be off the press in July 1976. The state agency, institutional, and association members are listed below.

The twelve state agency members are:

- ARKANSAS - Frances Neal, Executive Secretary, Arkansas Library Commission, Little Rock
- FLORIDA - Cecil Beach, Director, Division of Library Services, Tallahassee
- IDAHO - Helen Miller, State Librarian, Boise
- ILLINOIS - Kathryn Gesterfield, Director, Springfield
- MARYLAND - Nettie Taylor, Assistant State Superintendent for Libraries, Baltimore
- NEW YORK - John Humphry, Assistant Commissioner for Libraries, Albany
- NORTH CAROLINA - Marian Leith, State Librarian, Raleigh
- OHIO - Joseph Shubert, State Librarian, Columbus
- PENNSYLVANIA - Ernest Doerschuk, State Librarian, Harrisburg
- WISCONSIN - Lyle Eberhart, Director, Division of Library Services, Madison
- VIRGINIA - Donald Haynes, State Librarian, Richmond
- WASHINGTON - Roderick G. Swartz, State Librarian, Olympia

Institutional Membership now stands at 17, and includes:

Atlanta University, School of Library Service, Atlanta, GA
Edward J. Fontenette

Bay Area Reference Center, San Francisco, California
Anne Roughton

The Catholic University of America
Graduate Department of Library Science, Washington, D.C.
Elizabeth W. Stone

Indiana University, Libraries, Bloomington, Indiana
Carolyn Snyder

Library of Congress, Washington, D.C.
Henriette Avram

National Agricultural Library, Beltsville, Maryland
Kevin Keaney

National Library of Canada, Order Section, Ottawa, Canada
Chief, Library Documentation Centre

National Library of Medicine, Bethesda, Maryland
Charlotte Kenton

Rutgers University, Graduate School of Library Service, New Brunswick, N. J.
Dorothy Deininger

University of Alabama, Graduate School of Library Service,
Charlotte Mugnier

University of Michigan, School of Library Science, Ann Arbor, MI
Rose Vainstein

University of North Carolina, School of Library Science Chapel Hill, NC
Fred W. Roper

University of Pittsburgh
Graduate School of Library and Information Science, Pittsburgh, PA
K. Leon Montgomery

University of Rhode Island
Graduate Library School, Kingston, RI
Evelyn Daniel

University of South Carolina
College of Librarianship, Columbia, SC
Dr. F. William Summers

Veterans Administration, C. O. Library, Washington, D.C.

University of Wisconsin-Madison, Library School, Madison, WI
Muriel L. Fuller

The 14 Association Members are:

American Library Association, Chicago, IL
Margaret Myers

American Society for Information Science, Washington, DC
K. Leon Montgomery

Association for Educational Communications and Technology, Washington, D.C.
Howard Hitchens

Association of American Library Schools, State College, PA
Lucille Whalen

Association of Cooperative Library Organizations, Albany, NY
Dr. Ruth Aronson

Association of Research Libraries, Washington, D.C.
Duane Webster

Catholic Library Association, Haverford, PA
Matthew R. Wilt

Illinois Library Association, Chicago, IL

Medical Library Association, Chicago, IL
Julie A. Virgo

Minnesota Library Association, Minneapolis, MN
Sue Mahmoodi

New Jersey Library Association, Passaic, NJ
Schuyler L. Mott

Oklahoma Library Association, Oklahoma City, OK
Sandra M. Ellison

Southwestern Library Association, Dallas, TX
Peggy O'Donnell

Special Libraries Association, New York, NY
Pauline M. Vaillancourt

Continued on page 4

MEMBERSHIP REPORT (Continued)

REPORT FROM TEXAS

On Tuesday, April 6, at 8:30 p.m., I met with the Continuing Education Committee of the Texas Library Association. At this meeting, CLENE was endorsed by the Committee. CLENE was also endorsed by the TLA Council. In addition, the TLA/CE Committee voted to add $200 to their 1977 budget for Association Membership in CLENE (This action has to be approved by the TLA Council in July, 1976).

From 3:00 - 4:15 p.m., Thursday, April, I conducted a mediated seminar, "CLEAN is also spelled CLENE: Continuing Library Education Network and Exchange" as part of the TLA Conference Program. Approximately 45 people were in attendance. Membership applications were distributed during the Seminar. (Transparencies were produced from materials developed by Dr. Ruth Patrick.)

Donald D. Foos
Member,
CLENE Board of Directors

REPORT FROM MINNESOTA

The Continuing Education Committee of Minnesota Library Association recommends that Minnesota Library Association join the Continuing Library Education Network and Exchange (CLENE) as an Association/Organization member.

It was the unanimous decision of the Continuing Education Committee members at their February 6, 1976 meeting, and of those not present who sent statements, that librarians and others interested in library service in the state of Minnesota would benefit from collective membership.

In support of the above recommendation, the committee offers the following points:

- CLENE can assist local groups in developing programs.
- Associations, through their membership, will have access to the continuing education data base and to the expertise which has developed in the field of continuing education.
- CLENE can supply, on demand, information on what is available in continuing education programs, packages, instructors, etc.
- CLENE can promote a nationwide awareness for the need for and needs of continuing library education;
- CLENE can establish liaison with continuing education interests in other professions, thereby bringing to our field the latest in programs and developments.

Respectfully submitted for the Minnesota Library Association Continuing Education Committee.

Sue Mahmoodi, Chairperson

GRANTS (Continued)

The first meeting of the Advisory Committee for the Institute on planning and implementing statewide continuing education activities will be held on June 16 and 17. Meeting with the Advisory Committee will be the evaluator for the project, Jean Connor, former Head of the Library Development Division of the New York State Library System; Nettie Taylor, President of the CLENE Board of Directors; and members of the CLENE staff, Mary Baxter and Elizabeth Stone. In order to facilitate coordination between the Institute project and the Recognition System Project, Dorothy Deininger, Principal Investigator of the Recognition for Continuing Education Study, will also attend this session. [See page 13 for proposed changes in HEA-I]

CLENE PUBLICATIONS

Directory of Continuing Education Courses and Programs for Library, Information, and Media Personnel
$15.00 for CLENE members; $25.00 for non-members

Concept Paper No. 2: Guide to Planning and Teaching Continuing Education Courses, by Joe Washtien
$ 4.25 for CLENE members; $ 5.00 for non-members.

CLENExchange: Quarterly Newsletter
Free for CLENE members; $3.00 per year for non-members

CLENE Quarterly and Special Reports: available as issued
Free for State Agency and Sustaining Members
$ 1.50 for all others

Proceedings of CLENE ASSEMBLY I: January 1976
Free for registered attendees of Assembly
$ 4.25 for CLENE members; $ 5.00 for non-members

Annotated Bibliography of Recent Continuing Education Literature [Available in July 1976]
$ 5.00

CLENE Membership Directory [Available in July 1976]

Summary of NCLIS Continuing Library and Information Science Education Report
Free upon request

Human Resources in the Library System by Charles H. Goodman and Elizabeth W. Stone. [Distributed by CLENE]
Study Guide and vols. 1 and 2 of AIDS--
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DEVELOPMENTS, TRENDS AND USEFUL PUBLICATIONS IN THE FIELD OF CONTINUING EDUCATION

Swanson, Rowena Weiss and Johns, Claude J., Jr. "Some Highlight Findings of the ASIS Membership Survey," SIG/ED Newsletter, No. ED-76-1 (January 1976), 8-10.

The authors undertook the development of a membership survey in "an attempt to obtain more comprehensive data about the members of ASIS than had been obtained in prior surveys." Included in this information is data about the continuing education needs of ASIS members.

In answer to the question: "One of the responsibilities of ASIS is assistance to members in the area of professional development. If tutorials, institutes, or workshops were developed, what subjects or topics would be most helpful to you?" The seven most frequently mentioned topics were: Management (170 mentions); Technologies, including computers (139); Information systems (122); Information retrieval (60); Information analysis (54); Library operations and systems (47); and System design, analysis (44).

The most frequently mentioned individual topics were Cost-related topics [Budgeting, cost analysis] (56); On-line systems (data bases, searching, demos) (45); Networks, networking (39); Management (37); Mechanized library operations (34); Indexing, constructing indexes (26); and Information center management (25).

The subdivisions of the top clusters under Management in priority order were Cost-related (56); Management (37); Information center management (25); Marketing (21); Management with modifiers (e.g., subsystem management) (16); and Personnel management (9).

The top clusters in the Technologies subdivision in priority order were Computer software (54); Computer-based systems (33); Computer hardware (7); and New technologies (per se) (7).

The authors note that the ASIS continuing education needs and interest seem, in general, to coincide with responses received in other surveys that are summarized in the NCLIS-sponsored study published in 1974.

The authors acknowledge the continuing education contribution made by ASIS and other groups but raise an important issue by asking: "How many of these efforts have presented information in sufficient depth to enable participants to usefully employ the information in their work? In the parlance of educational professionals, this is the behavioral outcome that it is believed many ASIS members want and need. To achieve this outcome, exposures of longer than half-day or one-day durations seem necessary as well as the planning and preparation...."

Anderson, Scarvia; Ball, Samuel; and Murphy, Richard T., et al. Encyclopedia of Educational Evaluation. San Francisco: Jossey-Bass, 1975 515 pp.

New instructional programs are being introduced everywhere in the name of career education, compensatory education, competency-based training, self-assessment and lifelong learning, and boards of directors, community groups and legislators are demanding proof for the superiority of these programs or of proposed programs to those already existing. This encyclopedia is designed to assist program administrators, funding agents and students to comprehend the evaluation techniques recently developed to measure these programs. Access to topics relating to program evaluation is also afforded through eleven major concepts, of such subjects as evaluation models, program objectives, planning and designing, technical measurement considerations, etc. Thus through the concept of social context, one comes to the notion of evaluating field operations; through the concept of systems technologies, one comes to the articles on PPBS, PERT, and quality control; through the concept of variables, one comes to the articles on interest measurement or motivation; through the concept of reactive concerns, one comes to the article on the Hawthorne effect. The articles on change measurement, on transactional analysis, on computer assisted instruction, on the medical model of evaluation (as compared with that of the engineering model -- input-output), are of evidently immediate concern to anyone interested in evaluating continuing education courses. A 25 page bibliography and two indexes (a name and a subject index) add to the practical utility of the book.

Atherton, Pauline. Guidelines for the Organization of Training Courses, Workshops and Seminars in Scientific and Technical Information and Documentation. Paris: UNESCO, April 1975. 88 pp.

Guidelines developed for organizing training courses in scientific and technical information and documentation delineate nine critical tasks:

1. Choosing a course style.
2. Selecting an instructional method appropriate to the course style.
3. Planning the course with an agency responsible for manpower planning.
4. Attracting participants by the course prospectus (which must include a clear description of the course).
5. Selecting participants (as important as choosing the instructional method).
6. The instructor's conducting the course sucessfully with proper types of materials and assignments.
7. Making the best arrangements for meeting room.
8. Coordinating and following up on course with government agencies (important in planning the course, conducting it, and evaluating it).
9. Evaluating the course during the course, at the end, and several months after it.

A checklist for each section is a valuable aid in planning and implementing the course. Appendices include a prospectus, application forms, final program of activities, budget items, evaluation forms, etc. Document is available also in French and German. (UNESCO, Division of Scientific and Technological Documentation and Information, 7 Place de Fontenoy, 75700 Paris, France.)

Continued on page 6

IDEA FORUM (continued)

Baskin, Samuel, and Cheek, King V. "Open Learning in American Higher Education: Some Perspectives, Some Concerns and Issues Ahead." In: Designing Diversity: Proceedings of the 2nd Conference on Open Learning Sponsored by the University of Mid-America, June, 1975. pp. 75-79.

After a brief resume of the causes of the development of new alternative education/open learning programs in American higher education, Dr. Baskin, President of the Union for Extending Colleges and Universities and Director of the University Without Walls Program, identifies three major categories: (1) those awarding a certification-of-achievement, based upon examinations; (2) media and/or technology centered programs operating for the most part on fixed delivery schedules, which means that students must pace their learning in relation to the time-cycle of the delivery schedule established; (3) learner-participative programs which are experientially oriented and which involve the learner in the design and evaluation of his own education. The author suggests the need remains to avoid developing new rigidities, to insure that the basic objectives are educational, to remain sensitive to the need of quality control, to keep channels of access open to previously neglected clientele, to be aware of the tide returning to conventional ways of doing educational business, and to clearly define the meaning of open education to governmental agencies; since governmental regulations have effectively limited veteran's financial benefits to persons enrolled in regular class classrooms and following regular course schedules.

Brick, K. Continuing Education Model and Plans for Guided Independent Study, American Physical Therapy Association of Maryland, Inc., Continuing Education Committee, 1976.

An educational systems model will be the basis for both long and short term planning for continuing education for the American Physical Therapy Association of Maryland, in cooperation with the University of Maryland School of Medicine. The five steps in the process are discussed: the long-term goals, drawn from clinicians surveyed, state standards of practice and peer review, and new information in physical therapy; a preassessment of the prior levels of skill; appropriate instructional methods, such as workshops, led initially by persons skilled in leading personal growth workshops; post-evaluation of courses and instructors; and revisions where appropriate. CEU's to be awarded in cooperation with the University of Maryland, School of Medicine, Department of Continuing Education. An appendix on planned guided independent study, forms for self-assessment, a checklist of continuing education needs, and a personal learning contract are added.

Enell, John W. "The CEU Comes of Age," Engineering Education, 65 (November, 1975), 147-151.

Synopsizes the background of the CEU, what organizations may/are awarding CEU's. Essential aspects for qualifying involve good program planning, responsible sponsorship, capable direction and qualified instruction. Administrative criteria listed include: 1) identifiable educational organization with designated professional staff, 2) maintaining administrative control; 3) appropriate educational facilities; 4) permanent individual records. Program criteria: 1) educational activity fulfilling each of the foregoing elements; 2) fulfillment of educational needs of a target clientele; 3) clientele involvement in planning program; 4) clear statement of rationale; 5) qualified instructional personnel directly involved in conducting the educational activity; 6) establishment of specific performance requirements; 7) evaluation procedures to determine the effectiveness of the program; 8) permanent record system. Not included as qualifying for CEU's would be: courses for credit; orientation programs; committee meetings; conferences; mass media programs; life/work experiences; self-directed study; participation in organizational activities.

Grogan, Paul. "CEU--A Perspective on Its Purposes and Prospects," Training and Development Journal, 30 (January, 1976), 14-20.

Before the advent of the CEU there was no way to measure the efforts of both teachers and learners in continuing education courses. The slow and studied development of the CEU has made it possible to characterize as continuing education all post-secondary educational experiences that are not applied toward a diploma or a degree. The value of the CEU is however to be determined at the time and place of its use for recognition purposes, whether by prospective or actual employers, or by membership organizations, statutory licensing bodies, certification groups or agencies. "The CEU has validity only when someone other than its principal sponsor and advocate can find a use for it, whether in a formal or an informal recognition program." (p. 17)

A Guide to Educational Programs in Noncollegiate Organizations. Project on Noncollegiate Sponsored Instruction. New York: The American Council on Education/The University of the State of New York, 1976.

With support from the Fund for the Improvement of Postsecondary Education, the American Council on Education (One Dupont Circle, N. W., Washington, D.C.) and the Office of Noncollegiate Sponsored Instruction, the University of the State of New York (99 Washington Avenue, Albany, N. Y. 12230), the 1976 Guide to Educational Programs in Noncollegiate Organizations has been published. Programs featured focus on education in the workplace -- a location where about 13 million people receive formal instruction each year. "The Project links postsecondary education and noncollegiate organizations, including business and industry, government, and labor unions, by evaluating educational programs and courses sponsored by these organizations and establishing appropriate credit recommendations for them. Thus, the many persons participating in these high quality programs and courses are being assisted in gaining academic recognition for the learning they have acquired." The Guide lists over 600 courses sponsored by 38 organizations conducted throughout the United States. Of particular value is the set of criteria and procedures that have been developed for the evaluation system. These provide "postsecondary institutions with reliable standards on which to base credit

Continued on page 11

CLENE SUMMER ASSEMBLY SCHEDULE

Updating and Skills for Ourselves: Directions for CLENE
Palmer House - Chicago
July 16-17, 1976

FRIDAY, JULY 16

Morning

8:00 -- 9:00	Registration
9:00 -- 10:00	Orientation to CLENE for newcomers -- Background, mission, and processes of CLENE and the rationale and need for CLENE
10:00 -- 10:30	Coffee break and continued registration
10:30 -- 12:30	CLENE Assembly Membership Meeting, Part I -- Introduction and welcome by President of the CLENE Board of Directors, Nettie Taylor, Asst. State Superintendent for Libraries, Maryland State Department of Education -- Strategy and outline of this Assembly by Chairperson of the Assembly Task Force, Ruth J. Patrick, Coordinator of Continuing Education, School of Information Studies, Syracuse, University -- Progress report on accomplishments and activities of CLENE -- Introduction of new officers -- New items of business
12:30	Lunch

Afternoon

1:00 -- 2:00	Brown bag lunch and consultation with continuing education experts - 9 consultants. Coordinator of consultants: Patricia M. Broderick, Director, Library Development, Pennsylvania State Library
2:00 -- 3:00	Keynote Address: ALAN B. KNOX, Professor of Continuing Education and Director of the Office of Continuing Education and Public Service, University of Illinois THE KNOWLEDGE BROKER: LINKING ACTION PROBLEMS AND KNOWLEDGE RESOURCES
3:00 -- 3:30	Coffee break
3:30 -- 5:00	WORKSHOPS
5:30 -- 6:00	Consultation with continuing education experts

Evening

7:30 -- 9:00	Repeat of workshops (participants may attend two workshops, and will indicate choices when they register).
9:00	Cocktail reception and Continuing Education Fair

SATURDAY, JULY 17

Meetings of the 1975/76 Advisory Committee and Board of Directors will be held Thursday, July 15, between 2:00 and 9:00 p.m.

Board: 3:00-5:00 pm
Advisory Committee: 3:00-5:00 pm
Joint: 7:00-9:00 pm

Task Forces: 2:00-3:00 pm or 5:00-7:00 pm
Observers are welcome at all sessions.

Morning

9:00 -- 10:30	STAFF TRAINING AND DEVELOPMENT IN INDUSTRY JAMES G. SUCY, Manager, Education Markets Services Eastman Kodak Company, Rochester, NY
10:30 -- 11:00	Coffee break
11:00 -- 12:30	Membership Meeting, Part II -- Reports from Workshop discussions. Coordinator: Travis E. Tyer, Senior Consultant, Professional Development, Library Development Group, Illinois State Library. -- Discussion of issues from the floor -- Wrap-up and Evaluation
12:30	LUNCH
2:00 -- 5:00	Continuation of Continuing Education Fair

Meetings of the newly elected 1976/1977 Advisory Committee and Board of Directors will be held Saturday, July 17, between 2:00 and 9:00 pm.

Board: 2:00-5:00 pm
Advisory Committee: 2:00-5:00 pm
Joint: 7:00--9:00 pm

Observers are welcome at all sessions

Continued on page 8

WORKSHOPS

(1) Workshop Leaders (2) Workshop Recorders

1. Principles of Adult Education that Should be Adhered to in Continuing Education Programming.

(1) Charles E. Kozoll, Associate Director, Office of Continuing Education & Public Service, University of Illinois
(2) David E. King, Librarian, Editorial Library, Standard Educational Corporation

One of the best ways to see the importance of principles which recognize adult learning styles and motivation is to plan a program. Using two case studies, the group will determine how to assess needs, design learning activities, and evaluate impact. This will be a working, not lecture activity.

Fill out the registration form on page 10 and send it in early in order to reserve a place in the workshops of your choice.

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2. Needs Assessment Techniques used for a Continuing Education Program in Staff Development.

(1) Barbara Conroy, Educational Consultant, Tabernash, Colorado
(2) Ruth Donovan, Assistant Director of Libraries, University of Nevada

A variety of needs assessment techniques were used for the WICHE/USOE Institute for Training in Staff Development (1975-76). These techniques included Delphi, telephone interviews and written instruments which were designed to give the participants a variety of methods that they could then use in their staff development efforts. These techniques will be discussed during this workshop. Copies of the materials will be available for workshop registrants.

3. Designing Evaluation Plans for Training - A Practical Approach.

(1) Brooke Sheldon, Doctoral student, University of Pittsburgh, Graduate School of Library and Information Science
(2) Bridget L. Lamont, Consultant, Library Development Group, Illinois State Library

Evaluation is a part of the training process that must be built in at the beginning and must include follow-up after the training is produced. This workshop will provide an overview of how to evaluate training in a systematic way and how to design an evaluation plan. The participants will then have the opportunity to test concepts presented by applying them to case studies. Attendees are also invited to bring their own training ideas/problems along for application of the concepts by the group.

4. A Model Program of a Continuing Education Experience for Librarians -- A Simulation Exercise for Program Planning and Budgeting

(1) Barbara Weaver, Regional Administrator, Central Massachusetts Regional Library System
(1) Eleanor Arthur, Director, Robbins Library, Arlington, Massachusetts
(2) Marcia Lowell, State Librarian, Oregon

Participants will assume the roles of library director, finance committee member, and regional services advisory council member, for public, academic, and school libraries in a hypothetical group of communities. Client demands on each library will develop evidence on which program and budget decisions will be made for each library individually and for shared regional services. Participants will experience the equivalent of one year in the life of their chosen community, and will be able to return with sufficient skills to conduct a full-scale (four year) simulation with trustees, staff, or community members in their real-life, back-home library situation. (Limit of 30 participants).

5. A Model Program of Continuing Education and Staff Development for Academic Libraries.

(1) Dale Carrison, Director of Libraries, Mankato State College, Mankato, MN
(2) Neal Kaske, Associate Librarian, Doe Library, Library Systems Office, University of California at Berkeley

This workshop will focus on the critical components of a staff development program for academic libraries. This discussion will be amplified by the experiences of workshop participants and followed by a question and answer session.

6. Non-Traditional Educational Techniques

(1) Robert Brown, Assistant Director, Graduate School of Library Science, University of Illinois
(2) Charlotte Mugnier, Associate Professor, Graduate School of Library Science, University of Alabama

Practitioners in pursuing their continuing education tend to prefer non-traditional educational techniques, especially those emphasizing involvement. This workshop will consist of a brief formal presentation of facts on the simulation/case study teaching method -- a method that stresses involvement. Then simulation materials will be distributed and the participants will be involved in sample exercises and group discussions for the remainder of the session.

Continued on page 9

WORKSHOPS (Continued)

7. Development of Instructional Modules -- Self-Contained Learning Packages

(1) Donald P. Ely, Director, Center for the Study of of Information and Education, Syracuse, NY
(2) Blanche Woolls, Director of School Library Certification Program, Graduate School of Library and Information Science, University of Pittsburgh

The Instructional Development Training Seminars for Teachers of Library and Information Science (funded by USOE, 1975-6) trained teams of educators to design instructional/learning modules and established an instructional materials exchange network in the field of information resources. In this Workshop, Donald Ely will present an overview of the instructional development process, a report on the modules developed, and a description of how the exchange network operates. Examples of modules developed will be available for examination.

8. **Microville -- A Simulation of Planning Adult Education Activities for the Community**

10. How to Plan and Conduct Continuing Education Workshops and Institutes

(1) Ruth Warncke, retired Deputy Executive Director, American Library Association
(2) Andrea Hawkins, Coordinator of Library Resources Missouri State Library

A brief presentation of the elements of program planning for workshops and institutes, based on Planning Library Workshops and Institutes (by Ruth Warncke, American Library Association, 1976) with emphasis on the planning Committee, objectives, selection of methods, and evaluation; followed by questions and discussion relating to the application of principles to the participants' situations and problems.

11. How to Initiate a State-Wide Program for Continuing Education

(1) Travis E. Tyer, Senior Consultant Professional Development, Library Development Group, Illinois State Library
(1) Kathleen Weibel, Doctoral Student, Library School

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CONTINUING EDUCATION CONSULTANTS

Ms. Nan Sturdivant
Administrative Assistant for Personnel Development
Tulsa City-County Library System

Mr. Ben Franckowiak, Director
Bureau of School Media Programs
Division for Library Services
Department of Public Instruction
Madison, Wisconsin

Ms. Peggy O'Donnell
Coordinator of Continuing Education
CE!S
Southwestern Library Association

Mr. Harold Goldstein, Dean
Graduate School of Library Science
Florida State University

Ms. Genevieve Casey, Professor
Division of Library Science
Wayne State University

Mr. Rod Swartz
State Librarian
State Library of Washington

Ms. Julie Virgo
Director of Education
Medical Library Association

Ms. Eleanor L. Dempster
Staff Development Librarian
University of Tennessee

Dr. Elizabeth W. Stone, Chairman
Department of Library Science
The Catholic University of America

IDEA FORUM (continued)

awards. Moreover, these institutions may well attract and motivate more adult learners to enroll as full or part-time students if they grant academic recognition for the knowledge and competencies the students have acquired."

For each course listed there are credit recommendations made, based on the careful judgment of subject matter experts using the evaluative guide, presented in the back of the volume.

International Commission on the Development of Education. Learning to Be: The World of Education Today and Tomorrow. Paris: UNESCO, 1972. 313 pp.

Seven of the world's leading educators, drawing on memoranda of more than seventy-five specialists in education as well as on their own wisdom, design a master plan for education for the balance of this century. Based on twenty-one principles, those relevant to continuing education include:

1) that every individual must be in a position to keep learning throughout his life; that lifelong education is the keystone of the learning society;
2) that the dimensions of living experience need to be restored to education by redistributing teaching in space and time;
3) that education should be dispensed and acquired through a multiplicity of means;
4) that what we need are widened ranges of choice, not fewer choices;.
10) many institutions capable of meeting more and more individual and community needs;
12) adult education as the normal culmination of the whole educational process;
14) individuals designing their own cultural process;
18) educators called to lead the way in rethinking and changing the criteria of education; and
19) teaching itself in need of adapting itself to the needs of learners.

The Faure report (as it is called) sees school libraries becoming public libraries, called to contribute to the public good (p. 138). (Houle and others envision a redistribution of teaching as well, with librarians serving as consultants in the development of continuing education in many ways.) The International Commission calls certainly for innovations not only in education but in new techniques to promote life-long learning in all its aspects.

Katz, Ruth M., and John, Jane. Training of Library Personnel in Remote Areas. Washington, D.C.: U. S. Department of Health, Education and Welfare, 1975.

The ACCESS videotape series is a means of approach to better library service in small towns. Designed as continuing education for the staffs of public libraries in rural communities of the Rocky Mountain states, this series of sixteen videotapes attempts to highlight new trends in librarianship and to promote the sharing of ideas among librarians. The series was produced under a grant from the U. S. Office of Education and the project took place at the Graduate School of Librarianship at the University of Denver. It took advantage of satellite linkage capabilities to provide continuing education for professional librarians in new concepts and matters of common interest, and was conceived not as a means of teaching technical library skills, but as a way to share ideas and solutions to common library problems -- a way to update library staffs on current trends from which they might otherwise feel isolated. Methods and procedures in producing the tapes surveyed the content and software utilized, committee and field input, series content, and individual program content; production techniques, staffing and equipment, evaluations and dissemination activities and results. Conclusions were that there is a definite need for library continuing education materials which share ideas and seek solutions to common problems. Production costs and recommendations conclude the report, with the latter including suggestions for the production of other audio/video packages.

Klempner, Irving M., The New Imperatives; or Decisions for Library School Curricula. Albany, New York: State University of New York, Albany, School of Library Science. 11 pp. (Mimeographed)

Current economic austerity measures indicate to some that we are witnessing a decline in the American standard of living. Researchers at the Bureau of Labor Statistics of the U. S. Dept. of Labor indicate a declining need for librarians. Some advocate in view of this that we curtail student admission to the library field, but the suggestion of this author is that a fundamental change in attitude and innovation is what is needed. There is a growing need for indexers, for example, in federal and state agencies. What are library schools doing to fill this need? A change in attitude among deans and faculties of library schools indicates the value for continuing education programs for administrators as well as practitioners in the field. Now would seem to be the time to develop curricula focussing on the new techniques of information organization conducive to the development of new types of information services.
14 references.

Smith, Eleanor Toubey, "Your Library: A College Around the Corner," American Education, 12, (January-February, 1976), 6-10.

Public libraries in Brooklyn, Dallas, Miami-Date, Tulsa City, Chicago and Portland, Maine, are offering "Learner's Advisory Services" to many to prepare for college level examinations (CLEP) or to take tests for high school equivalency diplomas (GED). Using the phrase "Learn Your Way," the centers offer not only books but also audio and video cassettes. The University of Southern California's School of Library Science recently announced the offering of an independent study program leading to a degree in librarianship called "A Library School Educational Program Without Walls" and funded by OE. Malcolm Knowles is quoted as saying: "The new emphasis on non-traditional study will reconstitute the library as the people's university, with librarians replacing teachers and serving as resource managers and learning consultants. . . ."

The LAD PAS Staff Development Committee and the Junior Members Round Table are presenting a STAFF DEVELOPMENT RESOURCES FORUM AND FAIR. The date is Sunday 18 July, 1976. Check-in for the Forum will start at 8:00 a.m. with the program starting at 8:30 a.m. and runs until 12 noon. The afternoon times are from 1:30 p.m. till 4:00 p.m. The morning session will be a forum featuring two panels of speakers, one from professional library associations and organizations and the other ALA committees. The panelists will be given 10 minutes or so to review their organization's objectives, constituencies, programs, plans, etc. The audience will have an opportunity to participate during a question and answer period. The objective of the forum is to make available information on activities, programs and plans of library professional associations and committees that address the issues and needs of staff development of librarians.

The afternoon session will be a STAFF DEVELOPMENT RESOURCES FAIR. This will consist of representatives from professional associations and committees who will display the materials and resources that they have available regarding staff development. These representatives will be there to answer questions and explain their materials. This afternoon session is open to all. For the morning session we ask that you register because seating will be limited. The panelists will address themselves to individuals who have organizational responsibility for staff development and/or training activities and programs in their libraries whether by functional assignment or committee assignment. If you would like to take part in the morning session please write: Alex Corssman, Peoria Public Library,6602 Toronado, Peoria, IL 61614. If you are unable to register in advance please come and check to see if there is room for you on Sunday morning (18 July 1976). We will fill any empty seats on a "first come, first served" basis.

If you are interested, but will be unable to attend, then you may obtain a copy of the information compiled by the Forum Committee entitled, Staff Development in Libraries: A Directory of Organizations and Activities. It will include many items about each organization and committees such as: purpose, programs, publications, training materials--their availability and costs, and their future plans and dir directions. Distribution date is planned for September 1976. --Neal Kaske, Chairman, LAD PAS Staff Development Committee, University of California, Berkeley.

HISTORICAL PERSPECTIVE ON ADULT EDUCATION AVAILABLE

The National Advisory Council on Adult Education has published a booklet entitled, An Historical Perspective: The Adult Education Act 1964-1974. It contains a valuable historical overview as a spinoff from the Council's evaluation of federal ABE legislation. The perspective it provides is particularly useful during this period of discussion of federal intervention to increase adult education programs as a component of Lifelong Learning. A few copies of the complete document are available for those who need more details. Write the Council at 425 13th Street, N. W., Washington, D.C., 20004.

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SENATE PROPOSES EXPANSION OF TITLE I OF HEA TO INCLUDE BROAD PROVISIONS FOR LIFELONG LEARNING

The Senate version of the Higher Education Act broadens the purpose of Title I to assist all people, regardless of their previous education or training, through a comprehensive program of lifelong learning, including post-secondary continuing education.

The bill (S2657) would authorize grants to the states to develop post-secondary continuing education programs, to provide technical assistance to states and institutions for the exchange of information about successful projects, and provide assistance with planning and evaluation. It would require coordination with other federally funded education plans that bear a relation to continuing education and would require the formation of a clearing house. Also, it would require each state to use a certain amount of these funds for needs assessment--survey of available resources--and the preparation of a long-range statewide plan.

National Strategy for Lifelong Learning

The bill would also add a new section to Title I--National Strategy for Lifelong Learning. This program would be run by the Commissioner of Education who would consider the potential for lifelong learning in the broadest possible context of existing institutions, including libraries, museums, and private enterprise.

House Version of Expanded Title I of HEA

Earlier, on May 12, by a vote of 388-7, the House passed HR 12851, the Higher Education Act Amendemnts of 1976. This proposed program is designed: (1) to help the people of the United States solve community problems, such as government, poverty, transportation, etc., by enabling the Commission to make grants to strengthen community service programs of colleges and universities; (2) to support the expansion of continuing education in colleges and universities; and (3) to develop a "resources materials sharing program" for planning, developing and increasing the use of community learning resources by finding ways that combinations of agencies, institutions, and organizations can make better use of educational materials, communications technology, local facilities, and such human resources as will expand the learning opportunities for people in the area served.

A state agency program is proposed. An allotment would go to the states based on a population ratio, plus a base allotment for all the states. States would designate an agency responsible for continuing education which would be broadly representative of higher education. Each state would create a state plan for the use of funds.

Suggested Action

Write for the reports of these two bills. Address as follows: Senate Document Room, U.S. Capitol, Washington, 20510, requesting Senate Report 94-882; House Document Room, U.S. Capitol, Washington, 20515, requesting House Report 94-1086. Study both versions of the bill carefully and then expend effort toward the passage of the one that seems better. It is not too early to start making input at the state level to broaden the base for which funds can be used so that libraries will be widely represented in the state plans. Knock on the door of whoever administers the present Higher Education, Title I program. This program is almost sure to be broadened in some way. Find out what is being done now. Ask if there is an advisory committee on how to broaden the program in light of changes that are almost sure to come. Encourage the appointment of a library representative on any committees that may be formed.

AUDIO-CASSETTES AVAILABLE

Cassettes of the first Annual Assembly of CLENE, held on January 23 and 24 at the Palmer House, Chicago, are now available. Single cassettes are $7.50 each. The cassettes available are as follows:

Friday, 1/23/76 - Adams Room Sessions

Code No.	(Each Individual Code Number Represents One [1] Audio Cassette)	Price
CLN1-2A/2B	"School Library Assessment," James Liesener; "Techniques for Assessing Individual Interests & Career Plans," Ruth Patrick; "Use of the CIPP Model," Mary Ellen Michael.	15.00
CLN1-3A/3B	"Association of Research Libraries Management Review & Analysis Program," Duane Webster; "Non-Traditional Accreditation Sponsored by the Southern Association of Colleges and Schools," Grover Andrews.	15.00
CLN1-4	"Model for Assessing Continuing Education Needs for a Profession," Malcolm Knowles.	7.50

Saturday, 1/24/76 - Wabash Parlor

CLN1-5	"Emerging Capabilities of CLENE," Venable Lawson and Group Leaders	7.50
CLN1-6/7	Business Meeting: Presiding, Nettie Taylor. I. Review of Current Status of CLENE: Nettie Taylor, Elizabeth Stone. II: Discussion & Reaction by CLENE Membership: Ruth Patrick, Venable Lawson.	15.00

(1) Circle the code number of sessions you desire.
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NOMINEES FOR CLENE BOARD OF DIRECTORS AND ADVISORY COMMITTEE

In accordance with the Bylaws of the Continuing Library Education Network and Exchange,"The names of nominees (to the Board and Advisory Committee) shall be printed in the CLENE newsletter prior to the Annual Meeting."

NOMINEES FOR THE BOARD OF DIRECTORS

PRESIDENT: Ruth Patrick, Coordinator of Continuing Education, School of Information Studies, Syracuse University and Travis Tyer, Senior Consultant, Professional Development, Illinois State Library.

VICE PRESIDENT/PRESIDENT ELECT: Maryann Duggan, Director, Continuing Education and Library Resources Program, WICHE and Patricia Broderick, Director, Bureau of Library Development, State Library of Pennsylvania.

SECRETARY: Mary K. Feldman, Chief, Cataloging Section, U.S. Department of Transportation Library and Elizabeth Lindsay, Specialist in Continuing Education, State Library Services, Michigan.

TREASURER: K. Leon Montgomery, Associate Professor, Graduate School of Library and Information Sciences, University of Pittsburgh.

PAST PRESIDENT: Nettie B. Taylor, Assistant State Superintendant for Libraries, Maryland.

CLASS A: Joseph Shubert, Ohio State Librarian; Roderick Swartz, Washington State Librarian; Margaret Myers, Director, Office for Library Personnel Resources, ALA; Pauline Vaillancourt, Professor, School of Library and Information Science, SUNY, Albany, SLA.

CLASS B: Dr. Donald Haynes, Virginia State Librarian; Younger, Mary Jane, Wisconsin Library Division; Kenneth Vance, Assistant Dean, School of Library Science, University of Michigan, AALS; Duane Webster, Director, Office of University Library Management Studies, Association of Research Libraries; Muriel Fuller, Associate Professor, Library School, University of Wisconsin; Anne Roughton, Workshop Coordinator, Bay Area Reference Center, San Francisco; F. William Summers, Assistant Dean, College of Librarianship, University of South Carolina.

CLASS C: Helen Miller, Idaho State Librarian; Kay Davis, Florida State Library; Schuyler Mott, Director, Ocean County Library, New Jersey, NJLA; Julie Virgo, Director of Education, Medical Library Association; Henriette Avram, Special Assistant for Network Development, Library of Congress; Virginia Lacy Jones, Dean, School of Library Service, Atlanta University; Bernard Franckowiak, State School Libraries Supervisor, Wisconsin; James Nelson, Director, Continuing Education, College of Library Science, University of Kentucky.

NOMINEES FOR THE ADVISORY COMMITTEE

Sterling J. Albrecht, Assistant Director of Libraries, Brigham Young University; Dr. Henry Alsmeyer, Associate Director of Libraries, Texas A & M University; Dr. Frank Birmingham, Program Leader, Instructional Media and Technology, Mankato State University; Charles Bolles, Associate Director, School of Library Science, Emporia Kansas State College; Susan M. Bullock, Cheshire Public Library, Cheshire, Connecticut; Ching-Chih Chen, Acting Assistant Dean, School of Library Science, Simmons College; Barbara Conroy, Independent Library Consultant; Joanne L. Crispin, Director of Library, Lutheran General Hospital, Park Ridge, Illinois; Jewel Drickamer, Director, Rhode Island Department of State Library Services; Marilyn Gell, Chief of Library Programs, Metropolitan Washington Council of Governments; Harold Goldstein, Dean, School of Library Science, Florida State University; Margaret Grazier, Professor, Division of Library Science, Wayne State University; Nancy Greer, Head, Catalog Maintenance Department, Denver Public Library; Kevin Keaney, Chief, DC Branch, National Agricultural Library; Charlotte Kenton, Head, MEDLAR Search Section, National Library of Medicine; Cosette Kies, Assistant Professor, School of Library Science, George Peabody College; Sheldon Lawrence, Field Consultant, Extension Service, Arizona State Library; Paul Little, Chief of Extension Services, Oklahoma County Library System; Mary McKenzie, Executive Director, New England Library Board; Ron Martin, Director of Libraries, Kearney State College, Nebraska; S. Fred Natale, Library Director, Mary H. Weir Public Library, Weirton, West Virginia; Betty M. Nichols, Supervisor of Continuing Education, Kansas City Public Library; Peggy O'Donnell, Coordinator of Continuing Education, CELS, Southwestern Library Association; Sister Therese Remy, Media Director, Emmanuel College, Boston; James Soester, System Director, Central Kansas Library System; Joyce D. Veenstra, Assistant Personnel Librarian, Columbia University; Barbara Weaver, Regional Administrator, Central Massachusetts Library System.

Members of the CLENE Nominating Committee are:

Lyle Eberhart, Chairman, Director, Division of Library Services, Wisconsin Department of Public Instruction.

Elizabeth Pan, Library Consultant.

Susan K. Schmidt, Coordinator, Library Instructional Series, Appalachian Adult Education Center, Moorehead State University, Kentucky.

H. Robert Malinowsky, Assistant Director of Libraries, University of Kansas.

Robert Stueart, Dean, School of Library Science, Simmons College.

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MLA TO AWARD CEU'S

Beginning January 1, 1976, the Medical Library Association will award Continuing Education Unit (CEU) credits for participation in its courses and management institutes.

One CEU is defined as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction." CEU's are nationally recognized and are awarded by a growing number of universities, associations, and other organizations.

The actual number of CEU credits to be awarded will be determined individually for each of MLA's continuing education courses and institutes. Credit will be given for participation at MLA courses presented in conjunction with regional group meetings, at the Annual Meeting in June, and all other presentations sponsored by MLA. CEU records will be kept at MLA Headquarters in Chicago. (From MLA News No. 74.)

ASIS AND CUA OFFER HOME STUDY COURSES ON MANAGEMENT AND TECHNOLOGY IN LIBRARIES

Responding to the need for more opportunities for career development, the American Society for Information Science (ASIS) and The Catholic University of America (CUA) are jointly producing a Home-Based Career Development Program which will consist of a series of courses for those engaged in library and information center work. The first course in the Management series -- Motivation: A Vital Force in the Organization -- will be available on 1 July 1976. It is offered to those interested in exploring motivation as it affects employees in the various information professions.

Additional courses planned for development are in two major areas: (1) Management in Libraries and Information Centers and (2) Technology in Libraries and Information Centers.

Courses to be offered in the Management series are:

- Management: Approaches and Concepts
- Motivation: A Vital Force in the Organization
- Planning, Budgeting and Cost Analysis
- Performance Evaluation
- Organizational Communication
- Systems Analysis as a Management Tool

Courses to be offered in the Technology series are:

- Management of Information Systems
- Impact of New Technology on Libraries and Information Centers
- Computers: Characteristics and Applications
- Data Bases: Characteristics and Uses
- Micrographics
- Networking

Special features of the home-based concept allow interested persons to begin the course at any time and still receive personalized interaction with a qualified faculty member who will read and respond to all exercises mailed in by the participants. The faculty will be composed of leaders in the fields of library management and technology applications.

The home-based course will provide a type of instruction which is independent of the number of participants. Geographical location presents no barriers to participation, as the course is designed for study at home or in the work place. The length of each course will vary. Participants will be encouraged to set their own pace, and carry out a schedule that meets their own particular learning style and needs. The expected average time to complete the 6-module course on Motivation will be 6 to 8 months.

Four (4) Continuing Education Units (CEU's) will be awarded upon the satisfactory completion of the Motivation course. The actual number of CEU's to be awarded will be determined individually for each course. CEU records will be kept at The Catholic University of America in Washington, D.C. CEU's are nationally recognized and are awarded by a growing number of universities, associations and other organizations.

The Motivation course includes a study guide and six modules consisting of learning objectives, text, practical questions, exercises, case studies, self-tests, annotated bibliographies, and readings. This course had been developed by Dr. Fred Peterson who teaches courses in library management at Catholic University. He was formerly Associate Director of the Library and Associate Professor of Library Science at Iowa State University. Assisting Dr. Peterson are Mary Chobot, formerly of the faculty of the School of Information Studies of Syracuse University, now teaching in the area of the use of media in libraries at Catholic, and Dr. Elizabeth W. Stone, Chairman of the Library Science Department at Catholic.

For ASIS members the cost of the Motivation package is $120 and $130 for non-members. Non-members who submit applications with an enclosed check before July 1, 1976, can register at the ASIS member rate ($120). Inquiries and requests for additional information should be addressed to: ASIS Career Development Program, 1155 16th Street, N.W., Suite 210, Washington, D.C. 20036, or may call (202) 659-4899.

STATE LIBRARIANSHIP INSTITUTE

A 10 week institute which could make library history is being held for 10 weeks in April, May and June at the Wyoming State Library in Cheyenne, where 12 Masters degree students in library science are currently studying. The students are participating in the 10 week Institute for the Education of Prospective State Library Agency Professional Personnel (EPSLAPP), funded by the U. S. OE under the Higher Education Act, Title II-B for training library personnel. It will provide the participants a general overview of the purposes and functions of a state library, and will focus on specific areas of need and interest. The Institute will include a month of instruction at the Wyoming State Library, followed by internship at various sites around the State, and a final two-week wind-up session in Cheyenne. Field trips are also a part of the curriculum. Students from the University of Washington, University of Oklahoma, University of California at Los Angeles, University of Hawaii, Brigham Young University, Emporia Kansas State College, and the University of Denver are participating.

The first of its kind, the Institute has as its dual goals the development of a curriculum in state librarianship for use by library schools, and to provide trained personnel to state libraries. Dr. Jane Robbins, a library consultant currently working with the Wyoming State Library, and the director of the Institute, feels that there has been very little attempt by library schools to train students specifically in state library work, and that such an Institute will be of great benefit. Sideline advantages such as taped mini-courses will also be produced from the Institute.

In addition to Dr. Robbins, Bill Williams, Wyoming State Library director, and other Wyoming State Library, Archives and Historical Department staff members will instruct for the Institute. Out of state instructors include Barbara Conroy, educational consultant, Colorado; Maryann Duggan, Western Interstate Commission for Higher Education (WICHE); Frederick Glazer, West Virginia State Librarian; Dottie Hiebing, University of Denver; Dr. Ruth Katz, University of Denver Library School; Dr. Robert Kemper, Northern Arizona University Library; Joseph Shubert, Ohio State Librarian; Dr. Elaine Sloan, Smithsonian Institution Libraries; and Dr. William Summers, Dean of the South Carolina Library School.

CLENExchange Newsletter
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Editor of this issue: MARY K. FELDMAN
Copy Editor: MARY BAXTER
Masthead designed by: SANDRA BEESON

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